UNIVERSITY OF ALBERTA

THE CHANGE MAKERS

by

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©

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1993

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ISBN 0-315-88108-9

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DEGREE:	MASTER OF EDUCATION
YEAR THIS DEGREE GRANTED:	1993

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled THE CHANGE MAKERS submitted by Marilynn Jean Berg in partial fulfilment of the requirements for the degree of MASTER OF EDUCATION.

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DEDICATION

This thesis is dedicated to:

my husband, Dr. Herb Pascoe who gives me courage;
my daughter, Jennifer-Anne who gives me joy;
my mother, Beryl Berg who gives me encouragement;
and to the memory of my father, Dr. Earl Berg who
gave me an appreciation for learning.

Abstract

The purpose of this case study was to describe the evolution and subsequent impact on its members of a task force on college governance at a community college located in western Canada.

The participants for this study were selected from various constituent member groups of an existing task force on college governance. Tape-recorded interviews were transcribed verbatim and the transcripts were analyzed for similar and dissimilar themes.

Themes which emerged from the data include emotions, perceptions, group process, change, governance issues and recommendations. Minor themes within emotions included satisfaction, frustration, ambivalence, excitement, apprehension, commitment, hope, and trust. Minor themes within change were learning, higher expectations, embedding changes into the culture and results. Minor themes under group process included clarity and pace of the task, avoidance and resistance, ebbing and flowing of energy and activities, committed core members, personal connections, late entry into the process, and closure. Two minor themes related to perceptions were perceptions of self and perceptions of the President. Minor themes under governance issues included communication, decision making, empowerment, and organizational structure.

The College must continue to focus on the Key and Supporting Governance Principles in order to embed deeply the values into its culture.

Post-secondary institutions need to be aware that a slight shift of organizational direction may alter the course of the entire institution.

ACKNOWLEDGEMENTS

I wish to gratefully acknowledge the guidance and counsel provided at every stage of this research by my thesis advisor, Dr. D. A. MacKay. Comments and advice from Dr. K.L.Ward throughout my course work, and Dr. L.P. Steier during the final stages of the study were greatly appreciated.

My deepest thanks are extended to all the participants who gave freely of their time and energy to assist me in this study.

I thank my husband Herb and my daughter Jennifer for their patience and love. Thanks go to my brother Jerry who supported my computer efforts, and to my sister-in-law Lorraine who assisted with editing and revising.

Many friends and colleagues especially Danin, Claire, Kathy, Majeed, Jean and Neil, supported me in this endeavour. I have appreciated their encouragement during this process.

Special thanks go to Diane Christensen who cheerfully typed and taught me to become computer literate and Dan Hardie for helping print the final document.

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CHAPTER ONE: CENTRAL COMMUNITY COLLEGE

Background to the Study

Post-secondary educational institutions provide their leaders with special challenges because of their unique administrative structure. On the one hand, there is a rather traditional bureaucratic structure which in theory supports the collegial structure of faculty. On the other hand, within post-secondary institutions, the faculty members have Academic freedom to do as they see fit in their classrooms and in all of their dealings with students. Unlike other staff in the institution, faculty members are not subject to the intense scrutiny of Administrative staff and for the most part they function independently.

Visitors to a community college might witness faculty members in heated discussion about the relative merits of University transfer programs versus non-credit education, or hear administrators arguing about shifting priorities, or hear non-academic staff discussing the complexities of the new computer system. To the casual observer the institution might seem chaotic, threatening, comfortable, or as if the participants are pursuing their own goals without regard for anyone else *(Birnbaum, 1989)*. It may be difficult for visitors to see connections from administration to faculty, or faculty to support staff and students. Visitors might have to spend a great deal of time in the institution to understand the regularity and stability in some aspects of the organization. They might need to view faculty members preparing for learning activities, or see the bustle of support staff

as they prepare examination schedules and order equipment. Visitors might need to see administrators develop a tentative budget which relates to institutional priorities, or observe students in the library to feel reassured that the institution is not in a state of disarray.

What does a community college do however, when interpersonal relationships become negative, creating an atmosphere of distrust, challenge, irritability and skepticism for its own members? How can administrators deal with a situation which could and would damage the institution if left to fester? Such was the situation facing a community college in western Canada in the late 1980's.

Central Community College, (a pseudonym) was encountering just these problems at that time. The President decided that the best course of action then was to create a Task Force on College Governance which he anticipated would work together for about two years to accomplish its goals. I had an opportunity to sit as a member of that Task Force. It aroused my interest in understanding governance issues and what happens to people who embark on a course of change.

Purpose of the Study

The purpose of this case study was to describe the evolution and subsequent impact upon its members of a task force on college governance at a community college located in western Canada.

Guidelines for Readers

Chapter one of this thesis outlines a brief history of the organization and the purpose of the study. Chapter two gives a detailed description of the Task Force activities and events involved within the three year period 1990-93. Chapter three discusses the methodology for the study. Chapter four presents the data and chapter five is a discussion of findings, personal reflections and implications for further research.

The readers of this thesis will become aware that the review of the literature will be found throughout the entire thesis; and readers will be alerted to the literature review when they see words or phrases in italics, (like this).

The literature review relates to governance in post-secondary institutions and institutional change. Historical documents, (Annual Reports, Board of Governors Minutes) and documents relating to the Task Force on College Governance from Central Community College were made available to me and were reviewed in order to understand the context of the institution.

Readers will also wish to know that some documents will not include a complete citation in order to preserve the anonymity of the institution and its staff. The reader will be alerted to that situation when he/she encounters information in square brackets [like these].

The balance of this chapter is devoted to creating a historical context of Central Community College during its two decade existence.

History of the Institution

Central Community College - The Beginning

Central Community College opened its doors in the early 1970's to seven hundred students in ten programs. Like many of its Canadian counterparts Central had a community focus and began as a storefront operation *(Dennison & Gallagher, 1986).* Many of the original staff from the College describe the first few years at Central as "the glory days, when we had lots of money, youth, vigor and a belief that we could do anything".

Central Community College is located in a large western Canadian metropolitan city. It opened its doors to students with two small campuses and within one year another campus was added. One year after that, yet another campus was added to accommodate the swelling student population. As the College responded to student and community demand, new programs were added necessitating either leasing or purchasing buildings to accommodate staff and students. People in the college learned to expect frequent changes in setting during that rapid period of growth.

Central College, like other community colleges in Canada and the United States of America, was organized to provide flexible programs which recognized the needs of students and the community *(Blocker, Plummer & Richardson, 1965; Millard, 1991).*

Neighboring educational institutions regarded Central as an upstart college which threatened to subsume them, or compete with them for students and resources, or lower the standards of post-secondary

education by allowing non-matriculated high school dropouts to enter the system. Officials from the nearby University ignored the College but some of the University staff viewed the College with curiosity. Members of the metropolitan community wondered what the College was and what it would achieve. The provincial department of Advanced Education saw the institution as a "college without walls".

The original Administrative structure had five Divisions chaired by Directors who reported to the President who reported to the Board of Governors. Department Chairs (then called Chairmen) reported to the Division Directors. Each year the responsibilities of Department Chairs and Division Directors modified to accommodate rapid growth [Organizational and program charts, 1971]. There was a focus on the Community Education Division so that the College could respond rapidly to needs of the community. One of the original administrators described the beginning meeting structure of thirty- three committees as "committee mania".

The philosophy of Central Community College in the early 70's was to "create an atmosphere in which the individual student can develop his total personality--intellectual, spiritual, physical and social. This is accomplished by establishing the greatest possible interplay, both formal and informal, between faculty, students, administrators and the community" [Board of Governors Meeting Minutes]. The College revelled in its role as a teaching institution. Emphasis was placed upon program

development and upon teaching methodologies. The staff development program was chaired by a member of the Academic Council.

Students were central to the College from the beginning. The philosophy statement of 1971 stated that the "curriculum should allow students maximum opportunity to prepare for integration into society, for: work and adaptation to change, retraining and re-education, service to the community, and leisure" [Board of Governors Minutes, 1971]. A wide range of courses and programs were offered to students who had a variety of academic abilities and interests. Many of the programs had vocational training attached to them, and most programs devoted attention to field placements, which encouraged students to practice newly acquired knowledge [President's Report, 1972]. Academic upgrading courses were offered by the student study skills department to assist students in meeting the requirements for post-secondary education. The College de-emphasized formal testing which showed "acceptance of innovative practices and concern for student success" [Presidents Report, 1972].

The Late Seventies

Central Community College grew rapidly during the early seventies. Student enrollment tripled during the first four years and had quintupled the original enrollment five years after opening. Enrollment rates remained static at Central Community College from 1976-80, while other colleges in the province experienced growth during that period.

The College opened with ten diploma programs; four years later diploma programs were doubled in number and ten certificate programs

had been added. In 1979 Diploma Programs had increased to 27 and the ten Certificate Programs had remained unchanged in number.

The seventies saw one new, but small, facility built for Central Community College and money was designated for another small campus to be opened early in 1980. However, despite this new accommodation, space continued to be a concern. The College President raised the issue of space as a concern in most of the annual reports during the seventies [President's Reports 1974-79]. The College was annually turning away students numbering in the thousands due to lack of physical facilities. In the 1979 year, for each student admitted there were two potential students refused admission due to inadequate space [President's Reports 1974-79].

Administrative changes included moving to a more decentralized model during this time. Campus directors were located on each of the multi-campus sites. Money was designated annually for staff development. The College maintained an "open door" policy whereby the students were served on a first-come first-served basis. *Richardson, 1965, discusses the notion that open door policies allow admission of all high school graduates and adults in the community, who meet minimum educational requirements. He further indicates that open door policies encourage heterogeneity in the student population.*

The Eighties

During the first decade, Central Community College grew rapidly. By early 1981, the founding President had retired; there were four

campuses, one newly built. Student enrollment had risen; faculty now numbered one hundred and thirteen (113) full-time members and two hundred and twenty six (226) part-time members. The total staff complement was three hundred and thirty eight (338). The College housed three thousand six hundred (3600) full-time equivalent (FTE) students in space designed to hold two thousand seven hundred (2700) FTE students. Interim space was located in an office building.

Facilities planning at Central had been short sighted during the seventies. While other provincial colleges, with smaller enrollments built large, efficient campuses, Central built small, costly, inefficient campuses. The new President proposed to the Board of Governors that the College begin seeking a new large permanent campus for the early nineties. Larger space would increase efficiency and allow for necessary growth of student enrollment at Central, which had slowed considerably in the latter 1970's.

Early in 1980, the College created a Foundation which would be responsible for raising funds both internally and externally. Funds were to be used for specific projects [1990 Annual Report]. By 1990 the Foundation had raised over fourteen million dollars ($14 million).

During the eighties the College retained its community focus and the growth patterns returned to those experienced in the 1970's. By the mid-eighties Central Community College had a total of 40 credit programs. It served 19,000 students enrolled in credit and non-credit courses. The College now had a University Transfer program within Arts and Sciences,

which resulted in the hiring of many new faculty who were qualified at the doctoral level. The College had ventured into International Education venues and was concomitantly deriving twenty-three per cent (23%) of its funding from entrepreneurial programs.

The College conducted a climate survey in 1987 which demonstrated that although most staff members enjoyed working at Central College, there were some pockets of discontent, and staff thought some things could be done to improve their work experience.

The College was granted money to begin building a new campus in the late eighties. With the addition of the new campus the College anticipated having space for six thousand five hundred full time equivalent (6500 FTE) students.

The Board of Governors of the Central Community College engaged in protracted negotiations with the Faculty Association during the late eighties. Concurrently, staff members were expressing negative feelings about Central College; they were treating each other abrasively and interdisciplinary meetings were particularly unpleasant. The Faculty Association, for the first time in its history, asked the members to consider a "work to contract" mode. The contracts were eventually signed and the "dust settled" somewhat.

Faculty members, non-academic staff members and administrators were united in feeling that something had to be done at Central to return to the productive, rewarding environment the College had always known. The President and other senior administrators remained concerned about

the morale and mood of staff, including their own, even after the contracts were signed.

The Nineties

The College now serves twenty five thousand (25,000) students, of whom nine thousand seven hundred (9700) are enrolled in credit courses within forty (40) programs. Ninety percent (90%) of the graduates continue to find employment relevant to their education within six months of graduating from their programs. A move to a new campus is anticipated in the early nineties (1990's). A Task Force on College Governance was formed in early 1990 to address issues of decision making and communication within the institution.

The Administrative structure of the College has evolved into a series of levels starting with the Board of Governors, the President, the Vice-Presidents of: Academic, Finance, Student Affairs, and the College Foundation. Next there is a level of six Deans who each chair one of six Divisions which include Arts and Sciences, Health Sciences, Community Services, Business, Performing and Visual Arts, and Community Education.

Commencing in the 1990-91 negotiation period and continuing to date the College uses a process of mutual gains bargaining to settle both Faculty and Non Academic Staff Association contracts. Mutual gains bargaining views negotiations as problems to be solved to the mutual benefit of the organization and the employees. Organizational values and areas of shared interest are "placed on the table". Problem solving is then

related to these issues, rather than the special interests of either group (Gulassa, 1989).

Chapter one has provided a brief history of Central Community College. Chapter two will present a detailed description of the formation and activities of the Task Force on College Governance at Central Community College.

CHAPTER TWO: HISTORY OF THE TASK FORCE ON COLLEGE GOVERNANCE

Early in 1990, a Task Force on College Governance was formed at Central Community College. The Task Force met frequently during the next three years. This chapter gives a detailed description of events and activities of the Task Force members during its three year existence.

The chapter begins with events leading up to the formation of the Task Force, and then it describes the actual formation of the group. Next, the chapter discusses phase one of the Task Force which is: the education of the Task Force membership, the activities of the group, and later the development of the Key and Supporting Principles of Governance Document for Central Community College. The next portion of the chapter discusses phase two of the Task Force: that of monitoring action plans from other groups within the College, and acting as a resource to College staff. The final part of the chapter briefly outlines the recommendations of the Task Force arising from the final meeting in June 1993.

Antecedent Events to the Task Force

In the late 1980's the President was very concerned about the climate within the College, especially in relation to faculty members who seemed particularly disgruntled about the manner in which decisions were being made and communicated. He felt that the College did not reflect what students ought to be learning about how people in organizations ought to work with one another. He believed that some problem solving and human relations behavior were less productive, perhaps more

antagonistic than in the past. The President believed that educators are in the "people building" business, and that students learn, not only in the classroom, but also within their total organizational experience. For that reason and others, the President believed "we have a particular obligation to be the best possible organization we can".

The President, and others, felt that they did not want to work at such a college if the organizational environment was to be counterproductive to student learning. He was aware that as the Chief Executive Officer (CEO) he had to do something to change the situation. The President struggled with several ideas and finally, after discussion with many other people, he chose to create a President's Task Force on College Governance (hereafter called the Task Force) which commenced in the spring of 1990. *Birnbaum (1988) discusses the pressures for administrators to act, but not to over-react, in these situations. Administrators of cybernetic institutions might consider doing nothing because sometimes other interventions could aggravate the problem rather than moderate it. The administrator needs to consider that the control systems of the institution may become disturbed depending on how the administrator intervenes.*

The President developed a proposal, for Board approval and Academic Council awareness, relating to the rationale for formation of a Task Force. The proposal indicated that the College is in the "people development field and that as educators we are devoted to promoting growth in our students. The same goal should apply to ourselves and this

should be reflected throughout the organization" [Board of Governors Agenda, Appendix D, January 1990]. The proposal included statements from the ten year College goals and from the two year College objectives which demonstrated a commitment to increased organizational flexibility and a more open form of governance. [Board of Governors, Appendix D January, 1990].

The President, other senior administrators and some other key individuals discussed a proposed format for the Task Force. Issues such as the mandate, timing, constituents, and sub-committees were discussed in a general sense prior to asking for members from across the College to join the Task Force. The Task Force membership itself would determine specific details as one of its first tasks.

In February 1990, each Dean received a memo from the President's office asking him/her to submit the names of (a) a Program Chair and (b) a faculty member who would be willing to serve on the Task Force. The Deans were also invited to serve on the Task Force. The memo included some description about the focus of the "task' for the group which involved "surveying College staff to determine their attitudes and expectations regarding involvement in College decision making processes, and to make recommendations for improvement in these processes" [Memo, April, 1990]. Once the task was complete the group would disband after submitting a report. Ongoing or preliminary recommendations from the Task Force, however, would form the basis for immediate action within the College.

Phase One

The Task Force Begins

The first meeting of the Task Force On College Governance was held in the Boardroom of the College from 4-6 PM in late April 1990. There were twenty-two (22) members and three (3) alternate members present. Volunteer membership of the group seemed heavily weighted with males and senior level positions within the College. The group members suggested adding members from the Registrar's office and from Student Services as well as some additional female staff members.

The purpose and function of the group was identified as taking a positive approach to examining the decision making and communication processes within the College and developing recommendations for improvement. The President predicted that the Task Force would achieve its goals within a two year period.

Key issues arising from small group discussions that day were the need to (a) clarify the mandate of the Task Force, (b) identify alternate forms of governance, including those from the private sector, (c) examine present forms of decision making and flow of information within the College (both real and perceived), (d) identify College staff concerns in relation to governance, (e) define and distinguish between decision making and governance, and (f) recognize constraints when making recommendations for change.

Several working groups or sub-committee groups were formed. In an effort to share the workload, each member of the main Task Force was

requested to sit on at least one of the sub-committees. Groups formed included the: (a) Steering Committee which would provide overall planning and organization for the work of the Task Force, (b) Survey Committee which would develop a mechanism to investigate staff views and expectations regarding decision making, (c) Research Committee which would gather information on alternate models and theories of governance from literature, practitioners and noted theorists and (d) Communications Committee which would communicate the work of the Task Force to the broad College community. A Drafting Committee would be formed in future to record and reflect the work of the Task Force in a report.

Within the Task Force the group would seek consensus on all issues of discussion, and would resort to Parliamentary Procedure only if necessary. Meeting times were set for the second and fourth Tuesdays of each month from 4-6 pm. An estimated time commitment of two years was identified as appropriate for the goals of the Task Force to be achieved.

The Education of the Task Force Members

The Task Force membership was drawn from across the College and it included people from the Non-Academic Instructional staff, Faculty, Non-Academic staff, Department Chairs, Deans, Directors, Senior Administrators, Student Association representatives and one Board member. In total the group had twenty-eight members and numerous alternate members. The members of the group had diverse educational backgrounds and performed diverse roles within the College.

In order to be effective, the members of the Task Force needed some common understanding about the College mandate, the history of the College, and where the College is positioned within the post-secondary educational system in the province. In addition the group had to understand what governance meant from a theoretical perspective so that they could address issues within their College. The Steering Committee set about to educate the Task Force members, first using internal resources, and then using external resources.

Learning from Internal Resources

Colleges Act

During the 1990 mid-May meeting, the President of the College discussed the nature and the scope of the Colleges Act for the province. The Board of Governors is the legal acting body for the College and it delegates the running of the institution to the President. It is made up of twelve members in total; eight members are from the lay public, one of whom shall be the Chairman and one each from the Student Association, the Non-Academic Staff Association, the Faculty Association and the President of the College. Public members are appointed by the Lieutenant Governor in Council, whereas the members from within the College are elected or chosen by their own constituents, and are then appointed officially by the Minister of Advanced Education. Public members of the Board may serve a maximum of two, three-year terms. The student representative serves for a one-year term and the Faculty and Non-

Academic Staff representatives serve for two years with an optional renewal period of one year.

Responsibilities of the Board include the smooth running of the organization. Specific responsibilities are comprised of financial resource management, overseeing academic programs, professional management, enhancing the public image of the institution, and serving as a court of appeal. The Board Chairman serves as the formal leader and spokesperson to the Minister of Advanced Education, local Members of the Legislative Assembly, and the Council of Board Chairmen.

Academic Council is also described in the Colleges Act: its role is to act as an advisory body. It reports to the Board through the office of the President. The membership of the Academic Council is specified within the Act to include equal representation from students (eight members), Faculty and Administration [Colleges Act].

College Organizational Structures

The President described the College organizational structures at the mid-May meeting. Administration of the College at the senior-most level, follows a pattern of participative management and a *linking-pin network (Schermerhorn, Templer, Cattaneo, Hunt, & Osborn, 1992)* of various administrative bodies or levels. The Executive Officers Committee is comprised of the President and the four Vice Presidents (Administration, Academic, Student Services and Community Relations, and the College Foundation). Their role is to advise the President, who advises the Board

on all academic and financial matters of the institution [Organizational Chart, 1990] (see Appendix A).

The President also described the Instructional Management Team (IMT) which is comprised of the Vice President Academic, the Associate Vice President Academic and the six Deans. The group communicates laterally across program areas. Vertically the group represents all the instructional units including credit and non-credit instruction offered by the College.

Administrative Sector

During the May 22 meeting, the Vice President of Administration showed organizational charts to the Task Force members, which outline the roles and responsibilities of the Administrative Sector of the College. He focused upon the physical plant and development, new campus development, finance, bookstores and the educational consortia with which the College is involved. Budget preparation was discussed in relation to timelines, information dissemination, relationship to College objectives and equity of resource allocation between programs.

Student Services and Community Relations

The Vice President of Student Services and Community Relations outlined the organizational structure within this department at the May 22 meeting. Contributions of advisory bodies were explained. Discussion focused on the role of communication with students through the Students' Association, particularly at the program level.

Results of 1987 Staff Survey

Task Force members were divided into three groups at the June 26, 1990 meeting, to review the issues arising from the 1987 survey. Issues discussed were the need for: (a) opportunities for staff involvement and influence in decision making, (b) improved communication between staff and administration, and (c) greater recognition of staff contributions and achievements. Within the small groups that day, Task Force members were asked to clearly define the problem arising from the issue, suggest some solutions to the problem, and identify difficulties which might be associated with implementing these solutions.

The first small group identified that the main issue related to decision making was the need for highly qualified staff to influence the course of their jobs and careers within the College. Suggestions for improvement included: (a) sensitizing administrators to staff resources and resource requirements, (b) providing additional training in management skills for College managers, (c) increasing Faculty participation on College committees, (d) reviewing the mechanism for making management appointments, and (e) possibly appointing a staff Ombudsman to investigate complaints.

The second small group focused upon the issue of communication. Therein, two main issues were identified. First, College staff felt they have insufficient access to information that they need, and second they believe that inadequate means exist for them to make their views known to decision makers. Suggestions for improvement of the situation included:

(a) a "one-stop shopping" information center on each campus which could provide ready access of information to staff and students, (b) early communication of impending issues so that people could give input prior to the decision time, (c) greater utilization of the staff associations as an avenue of communication and last, (d) making staff aware of the existing channels for providing input.

The third small group addressed the issue of recognition. They decided there was a need for a common understanding of what constitutes recognition within the College. Questions raised by the group were: (a) what forms would recognition take? (b) who would give the recognition? and (c) what activities should be recognized? As a result of that Task Force recommendation, a Staff Recognition Committee was struck in the College to address the issue of staff recognition.

Evolution of Governance at Central

During the October 30 1990 meeting, the Academic Vice President traced the evolution of governance at the College during its first decade. He discussed problems arising from over-reliance on committees as a governance mechanism in the early seventies. During the mid seventies, decision making was decentralized to campus directors; later, concerns of too much decentralization arose when academic and administrative responsibilities were given to Campus directors.

The President then outlined what he believed to be the governance issues facing the College during the second decade (the 1980's). There had been an effort to improve administrative organization in the areas of

budgeting and objective setting. There was a move to a new, and existing, structure of Academic Deans and Administrative Directors who have College-wide responsibilities. The President also described the early 1980's "fuzzy" image of the College in the local and surrounding community as a problem which had been addressed.

The President outlined his vision for the College as one in which participative principles of management would occur at all levels of the institution, including the classroom. By using participative management in administration and expanding these concepts to all levels, the College staff and students could empower themselves to better cope with issues. Students, in this environment, could "learn what they live" if they were immersed in an educational culture where participative principles of management were commonplace.

The President also shared some excerpts from the literature review of his doctoral dissertation. His study, focused upon participative college governance at Dawson College in Montreal.

Learning from External Resources

Gallagher. Gallagher, President of the Vancouver Community College and founding President of Dawson College in Montreal, gave a presentation called "Organizations for the Future" in September 1990. Gallagher discussed principles that were used at Dawson College when it opened. Some of the ideas he discussed included: (a) the college IS students, (b) everyone is equal, (c) values are shared, (d) all organizations evolve, (e) everyone should participate in policy development and setting

future directions of the institution, (f) each group of people has expertise, (g) consensus is a time and energy consuming way to make decisions which requires trust in each other, (h) information is power, therefore, share information with everyone, (i) students are equal partners, and (j) most people will "buy into" something they have participated in developing. Gallagher provided inspiration to the Task Force by saying "working on changing governance within an organization can and does work, however it takes time and tremendous commitment from the participants". He cautioned that part-time students and part-time faculty have a difficult time feeling that they are in fact part of the changes in the organization. The role of education is to lead to autonomy. Educators need to prepare students who can compete on the global market, who can collaborate with others and who will have a commitment to life-long learning.

Arbuckle. Arbuckle, an organizational development consultant, spoke to the Task Force in January 1991, about his experiences in working with a wide range of public and private organizations. He said organizations are currently in transition, from old models that do not work, to new models which have not yet been fully developed and tested.

Arbuckle said that a vision of an organization's future must "take root in people's hearts" and that the vision cannot be implemented without an internal and personal process of change. It is important to recognize this as "inner work" which could be defined as discovering one's own inner gift, being clear about one's own values and sharing that with others in a "shared work" experience. He discussed the idea that organizational

change must be a balance between affirming the good things in the present system and being open to new possibilities. It is important for organizations to examine and clarify values which become guiding principles for the future.

Many organizations are recognizing the importance of vision, values and commitment. There is a shift within organizations from being "boss centered", where the power is over people, to "purpose or mission centered" where the power is focused on achieving objectives with the people.

The challenge for the College is to take our knowledge about humanistic learning, and apply it to the organization to make it a "learning culture". He asked members of the Task Force to consider, "should students be enriched as human beings as well as learning while at the College?" or "should students see the College as a resource or a means to an end?". Arbuckle talked about the need to provide support for individuals and groups who are modeling the new vision.

Fryer and Gulassa. On March 26 1991, Fryer, Chancellor of the Foothill-De Anza Community College District in California and Gulassa, President of the Foothill-De Anza Faculty Association spoke to the Task Force members about the topics of leadership in governance and collaborative governance at their institution.

According to Fryer, institutional leaders face ambiguity, complexity and paradox on a daily basis. He stressed that everyone in the institution makes daily decisions which affect the institution. He indicated that

individuals make decisions within the context of how the organization makes decisions.

He said further that people who participate in decisions develop a sense of ownership for the decision. This sense of ownership leads to more energy being expended towards the achievement of the institution's mission. If, however, people feel that the organization does not care for them, they will be unlikely to be committed to the organization.

Governance, defined by Fryer, consists of structures and processes for making decisions within an organization, and the communication processes related to decision making. Leadership is the art of getting people to want to do the things that the leader(s) are convinced need to be done to serve the institution. The role of the leaders is to create a climate in which people in the orgainzation want to deliver more than what is expected of them in serving the mission of the institution. Leaders, who embody the best ideals of the institution, need to articulate the mission and goals at every level of the organization.

Fryer provided a brief overview of the college system of governance in California. That system includes a statewide board for community colleges, and locally elected boards of trustees for each college district.

Fryer discussed the eleven qualities which he believes characterize excellent governance practice. The qualities are: clarity, competence, civility, caring, openness, fairness, trust, personal commitment, stability, hard work and good times.

Gulassa discussed how collaborative governance is practiced at Foothill-De Anza Community College. He indicated that there are three levels of participation in decision making at their institution. The first level is participatory, where the staff are invited to provide input through committee, but the administrators make the final decisions. The second level is consultative, in which administrators ask for advice from various bodies, but again the President makes the decisions. The third level of participation is collaborative in which various college constituencies are represented on a decision making body, which makes decisions by consensus.

Gulassa suggested that the differing perspectives of faculty leaders and administration need to be recognized. He indicated the faculty members are elected into relatively short-term positions, that they have a democratic orientation, that they are individual focused and that they value academic freedom leading to quality. On the other hand, administrators have long term appointments, have a hierarchical orientation, focus on teamwork and value efficiency leading to productivity.

Gulassa then outlined the Budget and Policy Development Group (BPDG) as it functions at Foothill-De Anza Community College. Characteristics of the group indicate that it is a representative body which includes the Chancellor, College Presidents, administrators, faculty, support staff and students. All members are expected to contribute to the agenda and they are expected to contribute an opinion on the issues being discussed. There is no provision for opting out of discussions.

Everyone in the group sees all of the available information. The minutes of the decision are read during the meetings and are accepted or revised by the group. All of the meetings are open to other staff members and minutes of the meetings are recorded in the College Newsletter.

The implications of working with such a collaborative process are that it is time consuming and faculty have to become more responsible in approaching overall institutional issues. Gulassa mentioned the need for an orientation period, or mentoring by experienced members, to such a representative body as the BPDG. He also talked about the need for training in conflict resolution for those involved in collaborative governance.

Actions of the Task Force Members

The Research Sub-Committee

In November 1990, the Research Committee distributed a forty page document which synthesized information gathered from published books and articles, and information received from institutions which are involved in collaborative governance. Members were requested to read the document prior to the next meeting, wherein the discussion would center around definitions of governance. Definitions of specific terms such as governance and leadership were identified. The Research Committee also provided information from Bolman and Deal (1984) about four frameworks (structural, humanistic, political, and symbolic) for analyzing and understanding organizations. *Bolman and Deal (1991) discuss their*

ideas about the four theoretical frameworks. The structural or rational systems framework emphasizes organizational goals and technology. The focus is on the development of structures best suited to the organization and the environment. The human resource framework "emphasizes the interdependence between people and organizations" (p. 9). Administrators focus on ways to promote a balance between people's needs, skills, and values, and their formal roles and relationships. The political framework has power, conflict and resource allocation as key issues. The effective administrator is one who understands how to use power, how to form coalitions, how to bargain, and how to resolve conflict. The symbolic framework emphasizes the need for the administrator to rely on images and drama to be effective in the organization. In the symbolic framework the administrator must manage meaning (p. 9).

The Communications Sub-Committee

The Communications sub-committee published the first of several "Update" Task Force Bulletins in November, 1990. The initial "Update" outlined the mandates of the Task Force and the Communications, Research and Survey committees. Membership on the Task Force was outlined as representative of all College constituencies with more weight given to faculty representation due to the nature of the institution. A small organizational chart showing the committees and sub-committees structure of the Task Force was included in the "Update".

The Focus Groups

Ten "focus groups" were held during mid-November to mid-December, 1990. The dual purpose of the groups was to discover concerns the members of the College community had in relation to decision making and communication, and from that information, to consider what items might be included in the survey which was to be developed later. Usually eighteen people were chosen randomly from staff rosters, who were then invited to a "focus group". Eight to twelve participants came to each of the "focus groups". The "focus groups" chaired by a few Task Force members, involved people in all areas of the College, such as full-time and part-time faculty, support staff, supervisory support staff, instructional staff from the Community Education Division, and representatives from the Student Association. In total, over one hundred people contributed to the "focus group" sessions. The part-time faculty members "focus group" was not attended by anyone even though personal letters had been sent to them prior to the group session.

Similar themes were consistent within and between groups even though actual examples were different. A summary of the themes, given to members of the Task Force in January, 1991, included beliefs that: (a) power to make decisions lies within a small group in the College, (b) the process of decision making is frustrating (some people perceived that their input was sought after the decision had been made), (c) communication between Divisions and Departments can be improved, (d) College staff are less cooperative and more competitive than might be helpful to the work

environment, (e) it isn't safe to disagree with others and (f) the environment is not very trusting.

Defining Governance for the College

Some definitions and concepts of governance, from the printed materials distributed in November, were reviewed by the Research Committee. The Task Force members were divided into four groups of seven people each, to discuss a working definition of governance. Each group brainstormed issues relevant to them which arose from the readings provided by the Research group. The small groups were invited to share their discussion points with the entire group. The group decided to use Fryer's and Lovas' (1989) definition of governance as its working definition. *Their definition of governance is "institution's structures and processes for decision making and communication related to those structures and processes". They go on to say that by decision making " we mean the whole complex of an institution's processes for communicating, planning, deciding, acting and reacting" (p. 6).*

The group suggested that Fryer be invited to speak to the Task Force members early in the new year. In addition the group suggested inviting all members of the College community to hear Fryer speak.

Developing Governance Values for the College

During the December 11, 1990 meeting, Task Force members were divided into small groups to discuss values related to governance. A value was defined as something intrinsically valuable or desirable. The group activity was to focus upon the ideal values related to governance. A

suggested format for thinking about the ideal was "Central College ought to be----". Members were reminded to refer to the operating definition of governance for Central during the discussions.

Ideas about values were brainstormed within each small group and then shared with the entire Task Force group. An overriding principle was: The student is at the centre of everything we do. Values arising from the discussion are divided into four major areas. They comprise: process, structure, communication and climate.

Process values were to: (a) provide for congruence between structure and the task, (b) be dynamic and flexible, (c) provide for responsiveness in decision making, (d) be rational, (e) be timely, and (f) be collaborative. Structural values related to governance were: (a) to be dynamic and flexible; (b) to have broad representation of constituents; (c) to seek clarity in communication of mandate, (d) responsibility and authority; (e) to have clear lines of communication; (f) to be consistent with institutional goals and policies, and (g) to allow for responsible decision making by management. Communication values were: (a) to have open access to information and (b) to be open and timely in communication. College climate values were identified as: (a) to be open to new ideas, (b) to provide opportunities for participation, (c) to have an honest and trusting climate, (d) to involve the persons affected in the decision making process, (e) to tolerate differing points of view, (f) to develop leadership skills in all staff, and (g) to enhance teamwork and professional development of staff

through involvement in problem solving and decision making leading to an expanded knowledge base of issues affecting the College.

The College Survey

The Survey Committee gave a preliminary overview of the staff questionnaire at the January 22, 1991 meeting. Questions were to be clustered in groups arising from issues raised in the "focus groups" of 1990 and from the 1987 survey. Specific clusters of questions related to (a) decision making, (b) communication and information flow, (c) organizational structure and management practices, (d) morale and college climate and, (e) an open-ended question regarding "Advice to the President". There would also be a section related to demographic information such as job classification, status (part-time, continuing, etc.) and Division or work unit.

Clarification of Governance Values and Principles

The February 12, 1991 meeting provided Task Force members with an opportunity to review the governance values discussed and clairifed in the December meeting and to complete further group work related to one basic principle of college governance. Members of the Task force were divided into five groups. The groups' task was to complete the stem statement: "The ultimate goal of College governance is----".

Five statements were then melded into central phrases which the entire group agreed upon. The phrases were: (a) principle; empowerment of staff and students, (b) process; involvement of those affected in

decision making in a climate of mutual trust and respect, and (c) outcome; environment that facilitates learning.

Empowerment at Central College

The core value outlined was empowerment of staff and students at the College. One of the Steering Committee members discussed the concept of empowerment which was identified as a process that enables individuals to be creative, productive and fulfilled. Empowerment requires a *'shift from pathology to vision'* (*Gershon & Straub, p. 6*), from a static organization to organizational growth and from self-knowledge to self-creation. *Gershon and Straub also discuss the notion that change evolves from personal empowerment, but that it takes time and requires patience.* The idea that capable people want to have an opportunity to work towards their potential was explored within the Task Force. *Vogt & Murrell (1990) discuss the notion that empowerment has developed during the last twenty years as an organizational force because people working together in groups have experienced more personal and work fulfillment. They maintain that leaders who are oriented towards empowerment will ask the question "What can we do to facilitate people's individual and joint contributions to their own and the organization's well-being?' (p. 5). That question reflects a commitment to development of employees rather than control of them.*

Communications Committee

Case Studies

Five themes derived from case studies about decision making were brought to the Task Force at the March 12, 1991 meeting. Theme one was: "Tell only those who 'need' to know that a decision is in process". Theme two was: "Make the decision at the administrative level and then consult the College community". Theme three was: "Ignore any dissent unless it threatens to become a ground swell opinion". Theme four was: "Dissent is dangerous and will be punished". Finally, theme five was: "Representation at the decision making level increases the commitment to a decision even when it is unpopular".

Task Force members who were present completed a short survey which required them to indicate agreement or disagreement with each theme described above. Each member of the group was also asked to write down the current issue he/she believed was the most pressing one at the College, and a personal strategy for addressing the issue.

Report

On April 9, 1991 the Communications Committee reported the results of the task from the March 12 meeting. The results were somewhat discouraging because most Task Force members had agreed with the themes as they had been described by the communications committee. More encouraging, however was the strong commitment expressed by members to altering their own behavior so that people would not feel left out, dissent would be tolerated, information would be

disseminated more frequently, and their communication would be more open and honest. The report was thought to have acted as a catalyst for an open exchange of ideas and feelings regarding governance at Central Community College.

Review of Fryer's & Lovas' Book

Eight members of the Task Force reviewed chapter highlights from Fryer's and Lovas' book, *Leadership in Governance (1991)* during the March 12, 1991 meeting. Members of the Task Force were encouraged to read the book, or the summaries provided, prior to Fryer's proposed visit.

The Survey Committee

An employee survey was sent to each member of the part-time and full-time staff of Central College community in late March of 1991. The survey had been developed with input from one hundred participants within a series of focus groups. Staff were asked to return the completed survey by April 5, 1991. Demographic data collection related to position or function (faculty/instructional staff, non-academic/support staff or administration), employment status (full-time, sessional, term or part-time), and section or division where the respondent worked within the college. Results were not reported for any groups with fewer than six respondents.

The six sections in the employee survey included decision making, communications/information flow, organizational structure/management practices, College mission and goals, College climate/morale and employee survey. Each section included some questions with a five point Likert scale ranging from strong agreement to strong disagreement. There

was also a column for "don't know/no opinion". Some sections included short check lists and all sections included open ended space for suggestions or comments relating to the section.

Three hundred and thirty-five responses were returned to the Survey Committee by April 9 1991, which represented a fifty-five percent (55%) return rate from full-time staff and twenty percent (20%) return rate from part-time staff. The Survey and Steering Committees reviewed the sixty pages of comments and the numerical data and reported to the Task force at the May 19 1991, meeting.

The May 19 meeting was four hours in length to allow for review of the results of the staff survey. A College staff member, with expertise in statistics, facilitated interpretation of the staff survey.

Results of the survey showed that all groups of staff (administrators, non academic-support, instructional/faculty) perceived the College was a good place to work and believed the employees were loyal to the institution. Areas of concern for all three groups related to morale and competition between divisions and programs.

A summary of the issues discussed at the May 17 1991 meeting included six major areas. First, discussion relating to decision making, focused on the need for greater decentralization, collaboration and participation. Second, within the communications area, the need was enhanced communication in bottleneck areas, and clarification of the College mandate. Third, the College climate, while basically viewed as positive and productive, needed more openness, greater trust, and a spirit

of cooperation rather than competition. Fourth, the management/leadership style needed to reflect a commitment to skill development. Fifth, there was a need for more formal and informal staff recognition. Sixth, within the administrative processes, there was a need for improved linkages between committees and administrators. There was recognition that the processes rather than the structures were the main areas requiring change.

The members of the Task Force discussed what actions could be taken to address the six issues arising from the employee survey. Subsequently, the survey results were distributed to all divisions, and then each division was given an opportunity to have a facilitator from the Task Force lead a discussion which would assist in interpreting the results.

The Task Force members discussed ways of ensuring involvement from the entire College Community when making recommendations. Each member of the Task Force committed to taking responsibility for the areas where he/she could implement change.

The Draft of Key and Supporting Principles of Governance

On April 29, the President discussed the central and supporting principles developed in draft form by the group. At the outset of the meeting the President reminded the group that "the student is at the center of everything we do" and that the governance principles ought to be viewed from that framework.

The Central Principle

One key and central principle, empowerment of learners, was developed by Task Force members after lengthy discussions.

Empowerment of learners. The College will provide learning opportunities which enable learners to take responsibility for and have influence on their learning and the conditions in which it takes place, as preparation for a life-long process of independent learning. College faculty and staff need to be similarly empowered in order to create such conditions for student learning.

The Supporting Principles

Nine supporting principles were discussed and defined. The principles are listed below.

Congruence: Boardroom to classroom. College operations, from the Board and senior administrative level through to divisions and units, to classroom activities, will all reflect the principle of empowerment as appropriate to the situation.

Focus on communications. Open sharing of information at all levels, and effective channels of communication ("upward, downward, and lateral") are essential to the process of collaborative governance.

College mission and values. Development of and commitment to a common and well understood sense of College mission and guiding values as a framework within which staff are free to pursue objectives creatively.

Leadership and management styles. The styles and leadership practiced by College administrators need to reflect the principle of empowering staff to achieve objectives within the general scope of the College mission and values.

Policy development and administration. College governance must recognize distinctions between policy-setting functions, which require a particularly high degree of staff input and participation, and administrator functions, in which clear lines of authority and accountability are necessary to ensure leadership in the implementation of policies.

Clarity of decision making. The roles and mandates of individuals and groups with responsibility for decision making in various areas must be clearly defined and widely understood.

Opportunity for involvement. College employees will have the opportunity to become involved, either directly or by representation, in decisions which affect them and their work units.

Utilize organizational development, interpersonal and group skills. Development of organizational and interpersonal skills such as problem-solving will be promoted to ensure that the process of collaborative governance works as smoothly as possible among College employees.

Responsible use of resources. Public funds will be utilized as efficiently as possible toward the fulfillment of the College mission and the achievement of specific objectives.

The President then discussed the implications of implementing the principles of governance at Central College. Possible implications included (a) to increase access to agendas and minutes of meetings, (b) to include information about governance in the orientation of new staff, and (c) to consider commencing College-wide forums to provide for greater communication within the college.

The draft statement of the Key and Supporting Principles of Governance Document contained numerous references to the issue of trust. Trust was mentioned in relation to establishing a climate which would allow for taking risks in decision making, provide for forgiveness of errors, and consider the expression of differences of opinion. Trust was also mentioned in relation to roles that staff play in the institution.

June 1991 Recommendations

The Task Force developed several recommendations during June 1991, which were then distributed to all levels of the organization. Specifically, the Task Force on College Governance recommended that:

1. all College Divisions, Programs, Administrative units, and Committees develop and implement action plans to put the governance principles developed by the Task Force into practise in their areas.

2. the College operate on the principle that decision making should generally be decentralized to the units and individuals affected by the decisions. The process of decision making, and the roles played by individuals and groups within the College, must also be clearly and widely understood.

3. a series of workshops on empowerment, leadership, interpersonal and group skills be developed and made available to college employees. Employees, with the necessary skills, should be identified to conduct these workshops, and to serve as consultants and facilitators about group process.

4. the College implement the principle of open and timely access to information, through verbal communication, distribution of all committee minutes, open committee meetings, sharing of budget information, etc.

5. a comprehensive plan to improve internal College communications be developed and implemented.

6. each Administrative unit would ensure that all positions are provided with job duties and work environments, which create for the employee a sense of intrinsic value for their work.

7. a College wide program of employee recognition be developed and implemented.

8. a process to enhance employee understanding of, and commitment to, the mission and goals of the College be developed and implemented.

9. each College committee, in consultation with those responsible for its operation, review its mandate, membership, and reporting relationships, and take appropriate action to clarify or revise committee structures as needed. A central directory of College committees should also be prepared as an information resource.

The Key and Supporting Governance Principles

The draft copy of the Key and Supporting Governance Principles Document was discussed and finalized at the June 1991 meeting. It was distributed on pink paper (later it became known as the "pink paper") to each member of the College community in June 1991, and again in September 1991. The Task Force members believed that two distributions were necessary to convey the importance of the issues to the College community. A second distribution in September would alert people returning from vacation that the College would be utilizing governance principles as set out in the Key and Supporting Governance Principles Document [hereafter called the Governance Principles Document] (see Appendix B) in the future.

Phase Two

The Task Force, having met its initial objectives, then extended its mandate in order to act as a catalyst for a number of the actions recommended within the June 1991 recommendations.

Task Force Meetings

During the period from September 1991 to June 1993, the entire Task Force group met every six weeks to review the progress of the College as it worked towards the identified governance principles. Specifically, the Task Force meetings served as a forum for a diverse group of College employees, Students, and Board Members. The Task Force heard from and discussed with individual work units (who expressed interest and concerns) their action plans relating to College governance.

During its three year time span, the Task Force was initially chaired by the President and later, by two other individuals. In September 1991 chairmanship of the committee changed because the President was away on a six month sabbatical leave. In 1992 to 1993, the chair was assumed by another Task Force member.

Membership on the Task Force committee changed during the 1991-1993 period. While maintaining the same relative representation from across the College, it brought more people from within the College community into direct contact with the Task Force on College Governance.

Task Force Actions

Task Force actions during September 1991 to June 1993 focused upon responding to the recommendations of June 1991. Broad commitment to collaborative governance occurred within the College community. The belief of the Task Force membership was that collaborative governance represented a change in culture. Each member of the Task Force supported the cause of collaborative governance within one or more College circles.

Action Plans

During the twelve (12) meetings from September 1991 until May 1993, twenty-five (25) work units within the College reported their action plans to the Task Force. Two academic divisions and the Board of Governors chose to present plans twice.

Choosing appropriate work units within the College was left to the discretion of the employees. Some divisions chose to work as a unit,

while some programs within divisions worked as units. In other instances, committees (eg. Executive Officers Committee), submitted an action plan which reflected how they would apply the principles of collaborative governance when working together.

The format of the action plans was left to the discretion of work units. This discretion allowed for creativity and interpretation of the governance principles from each work unit. The interpretations and development of action plans included a variety of responses. A sample of action plans included: timelines, statements of belief, examples of principles in action, student statements, cartoons depicting values, and two video taped presentations.

Task Force members believed that the inherent value of developing an action plan, was the discussion and examination of practices which led to its development. The plans, therefore, represented the ongoing nature of the work towards collaborative governance rather than an end point.

Workshops

Several faculty members created and delivered a series of workshops for College employees during the year following the development of the Key and Supporting Governance Principles. The focus of these workshops was to create an awareness of empowerment as the central principle of College governance.

Participants in the workshops were encouraged to identify means of empowering themselves and those around them. The focus was to develop more effective and rewarding involvement with the College.

These workshops served to facilitate examination of specific needs and questions of work groups within the College.

Empowerment Document

In September 1991, the Task Force circulated a three page document entitled "Clarity of the Term 'Empowerment'" (see Appendix C). The purpose of the document was to clarify two issues. First, it demonstrated how empowerment related to College governance. Second, the document traced why the Task Force members had identified empowerment of students and employees as the central principle in the statement of the Key and Supporting Governance Principles.

The Task Force Concludes

The concluding meeting of the Task Force on College Governance took place June 21, 1993. Members of the Task Force reviewed a draft of its final report entitled "Task Force on College Governance: Three Years in Progress". The report contained prefacing comments from the President, a history of the Task Force, the Key and Supporting Governance Principles Document, and a brief review of the action plans and recommendations.

One of the key recommendations was to include one day per year for staff/organizational development related to collaborative governance. Another recommendation was to create some tangible forms of the Key and Supporting Governance Principles and then display them in prominent places within the College. They would then serve to remind staff, students and visitors what Central Community College believes about governance.

The final meeting concluded with a social event for all members who had served on the Task Force during its three years of existence.

This chapter has provided a detailed description of the proceedings of the Task Force on College Governance during its three year existance. Chapter three describes the methodology of the study.

CHAPTER THREE: METHODOLOGY

The purpose of this case study was to describe the evolution and subsequent impact upon its members, of a task force on college governance at a community college in western Canada. The study involved a review of relevant literature supplemented with fifteen interviews of members of the Task Force.

Review of the Literature

This study involved a review of the literature relating to governance in post-secondary institutions and institutional change. Historical documents, Annual Reports, Board of Governors Minutes and documents relating to the Task Force on College Governance were made available to me and were reviewed to understand the context of the institution.

The literature review is interwoven throughout the thesis to aid in understanding. It is typed in italics to alert the reader that it is part of the review.

Selection of the Site

Central Community College was chosen as a site for this research, in part, because I was a member of the Task Force on College Governance. My interest in the topic of governance had been piqued by the interactions within the Task Force.

Context of the College

In order to understand the context of the College, numerous historical documents were reviewed. Chapter one was written based on

these documents and was verified for accuracy by senior administrators and long-serving staff members.

Selection of Interview Method

The portion of the research question which related to the impact of the Task Force on its members drew me to read about qualitative research methods. *Qualitative methods provide a way to understand perceptions of others and to explore how others attach meaning to events or life circumstances (Berg, 1989).*

Interviewing provides an opportunity to understand the persepctive of others with "increasing clarity" (Ely, Anzul, Freidman, Garner & Steinmetz, 1991). Morse (p.196-197, 1991) indicates that the use of nonspecific language and open-ended questions allow the researcher to seek clarification and elaboration until he/she begins to understand the meaning from the participant's perspective.

Open-ended and depth probing questions allow the researcher to explore unexpected leads and points of interest. According to Glesne & Peshkin, 1992, "the intent of such interviewing is to capture the unseen that was, is, will be or should be; how respondents think or feel about something; and how they explain or account for something" (p.92).

My intention was to understand the participants' perspectives about their experiences as members of the Task Force on College Goverance. Reading about methods of qualitative research convinced me that interviewing would be most appropriate to answer that portion of my research question.

Selection of the Participants

Participants were selected from all Task Force members who had served during its three year time span. The participants were chosen to represent all of the constituent groups within the Task Force. The participants represented faculty, non-academic staff, and administrators from various levels of the organization.

An attempt was made to balance the male/female ratio within the participant group to reflect the male/female ratio within the Task Force. Ten participants involved were male, five were female.

Interviews

In January of 1993, letters (see Appendix D) were sent to fifteen members of the Task Force on College Governance at Central Community College, requesting their assistance relating to understanding the "lived experience" of the members. Thirteen members of that group agreed to be interviewed providing that their identities would be protected as outlined in the letter. Two of the people initially contacted chose not to be part of the study for personal reasons. Subsequently, two other letters of request were sent out to other Task Force members who both agreed to be interviewed.

The Pilot Interview

One pilot interview was conducted early in January. The purpose of the pilot interview was to assess the questions, to assess my communication skills, to become comfortable with the tape recorder in the

interview situation, and to assess if the individual felt that the process was invasive or threatening. The questions, which were open ended, elicited the type of information I wanted to study (Appendix E).

The tape recorder which I used has an automatic pause feature on it, which pauses when there is no sound. I found that although it saved tape, that feature did not allow me to recall the length of the pauses in speech. In addition, when I transcribed the pilot interview occasionally the first word after a pause was indistinct. In subsequent interviews the tape was left to run all the time which avoided the problems previously described.

The individual said that the process was somewhat threatening. He/she qualified that comment by saying that if the questions were handled with sensitivity, he/she anticipated few problems in further interviews.

The pilot interview was transcribed by me, however it was very time consuming due to my poor transcription skills, and some words sounded indistinct when they followed a prolonged pause in speech. I therefore decided to hire another person to transcribe the remaining tapes (which were taped without using the pause feature on the tape). I listened to all of the tapes while simultaneously reading the transcripts for accuracy. I then listened to them several times to gain understanding.

Participant Interviews

Fifteen interviews, from a sample of convenience from representatives of constituent group members of the Task Force on

College Governance, were conducted during the months of January to April, 1993. The purpose of the interviews was to understand the "lived experience" of the members. The interviews were audio-taped to preserve precise word usage.

The participants were each asked the same basic questions relating to (a) how they came to serve on the committee, (b) length of service on the Task Force, and (c) service on sub-committees. I then asked them to "Tell me about your experiences as a Task Force member". To assist recollection, some participants were given specific names of speakers, or dates were attached to specific Task Force events. Probing took the form of the following questions: "Can you say some more about that, please?, Can you describe that in more detail"? and "Is there anything else you would like to discuss?".

Each interview was transcribed verbatim and a copy was then given to the participant to ensure accuracy. Each participant was invited to make additions or deletions if he/she felt uncomfortable with what he/she had said in the interview or if he/she wanted to clarify what had been said.

Each participant was given a pseudonym to preserve confidentiality. Specific terms known to be used by only one person were altered to protect confidentiality within the Task Force membership.

Data Trustworthiness

Ensuring data trustworthiness was accomplished in two ways. Member checks were used to verify the accuracy of participant intent and typing accuracy by providing participants with a verbatim copy of their

transcribed interview. Peer debriefing was accomplished using friends and other students who were working on graduate degrees. Discussions with my advisor kept me focused on the need to interpret the data as the participants had intended. Together these individuals allowed me to express ideas and anxieties, clarify perceptions, and to experience emotional support.

Data Analysis

Each audio tape was played several times in an attempt to gain a deep understanding of the ideas arising from the interviews. In addition, the transcripts were examined visually for topics which were similar or dissimilar in nature.

Each transcript was copied onto a different color of paper. The color difference enabled me to identify quickly the different participants.

Content analysis involved identifying similar words or ideas. "Chunks" of data were then cut from copies of the transcripts and grouped into similar topics. The topic areas were then reread and labelled. Some topics were small, others were large and were consequently regrouped and relabelled.

Once the topics were identified and grouped, each one was typed into a document. These documents were then examined for consistency and variety. This examination led to the emergence of themes.

A content matrix (see Appendix F) was developed as suggested by Carney (1972) in order to reduce personal bias. Each theme and sub-theme was listed on the left-hand side of the page, and the participants

were listed across the top of the page. Then, each "chunk" of data from each participant was cross-referenced against each theme. Subsequent to this process, I noticed that one participant had not been quoted as often as others. I then reviewed that participant's transcript to search for possible missing data. Several previously omitted comments were identified and added to the data.

Summary

This research was conducted in a community college in western Canada which had initiated a Task Force on College Governance. Participants were chosen as a sample of convenience from members of the Task Force. Data were collected through loosely structured tape recorded interviews. Data analysis focused on content analysis in order to identify topics and themes.

Chapter three has described the methodology employed in this research. Chapter four presents the data.

CHAPTER FOUR: FINDINGS

Themes

Six major themes were identified within the content analysis of the data. Specific themes that emerged during the analysis include: Emotions, Change, Group Process, Perceptions, Governance issues and Recommendations. There were some minor or sub-themes identified within some of the major themes. In this chapter, each theme is presented with a brief description and followed by direct quotations from the transcripts of participants' interviews. Direct quotations from transcripts are indented and single spaced throughout this chapter. Readers will notice that several quotations or parts of quotations appear in more than one theme area because there is some overlapping of ideas.

Emotions

All of the fifteen participants described their emotions during the interview sessions. Some of the participants mentioned specific words to describe their emotions and others gave rich descriptions without actually naming the feelings they experienced during the time they served as Task Force members. Eight specific emotions were mentioned by the participants including: satisfaction, frustration, ambivalence, excitement, apprehension, commitment, hope and trust.

Satisfaction

Several participants talked about their own feelings of satisfaction with the process, or the results of the process. Some of them discussed

the meaning the experience held for them personally, or the meaning it might have for the College.

> Any benefits that I gained, came through time rather than having a revelation. I wasn't driving home one day and all of a sudden said, 'hey, wow this is it'. It was a gradual osmosis. First of all, a little bit of curiosity - 'what's this all about?' and "will it work?', then getting a better understanding, and then seeing it in action. To me the main focus of all of this is quality of working life. How are we going to help and facilitate each other instead of competing with each other? (Person L)

> I'm really pleased with just getting it off the ground. The Board of Governors' action plan developed on the College Governance Principles, has extremely powerful and progressive ideas. The win-win mutual gains bargaining process that we're implementing with both our faculty and support staff is extremely powerful. The management awareness of the humanistic processes used in collaborative management is encouraging. (Person I)

> It was a good experience. I'm a little too task-oriented and it is that kind of a process. (Person J)

> As an experience, I'm glad I did it. I learned a lot, I'm better because I did it, and maybe it was worth doing just for that. (Person B)

> I think some of the things that were reportedly happening within the Divisions were great to hear. (Person H)

> It has been an overwhelmingly positive experience. There were simple things like the opportunity to sit with people from other work areas, and the opportunity to feel like you are participating in something really important. Those things have been extremely positive for me. I will always value that, and see this process as being very meaningful on a personal level. I also have a deep belief that it's important and valuable to the College as a whole. (Person G)

Frustration

The emotion, frustration, was identified by eight of the participants. Very often the feeling was attached to a specific event or series of events. Some participants recalled the feeling.

> It was frustrating, but no more frustrating for me than for other people who have understanding. After more than a year on the Task Force, we got to what I felt was a point of closure where we had defined what things were. We had a meeting where one person gave a very succinct summary of 'this is what we have done for the past months' and then the President followed that up with another similar summary. Then another person said 'but I don't understand what empowerment means'. It's frustrating to work out the meaning of empowerment and agree 'this is what it means', and then someone says 'OK, but what does it mean?'. (Person B)

> I had frequent periods of some frustration. I felt there were many times when we were not making much progress, but maybe that is just because of the nature of the initiative. (Person H)

I guess right now, if there is a feeling of frustration it would be that I see we're dealing with a consciousness raising, an awareness process, a reorientation in our minds as to what management means. We are dealing with the idea of a collaborative approach and how you involve people in decision making. But, at the same time, one has to take a leadership role (as a Faculty member in the classroom, a Program Chair or a Dean, or at the CEO level) which in some cases means being the final authority for decisions. So then, how do you balance those ideas? (Person I)

I experienced a certain level of frustration at times. (Person K)

I guess I found recreating our purpose, the most frustrating time. We had some of those recreation discussions in all of the later meetings. (Person G)

I found the process frustrating. It was so tedious and it moved so slowly. It was 'go forward an inch and go back a foot', and then 'go forward an inch and back a foot'. I thought it could've been pushed along a bit more quickly and been a little more defined. So I found it frustrating in that regard....There was one particular session where someone got pretty frustrated and effectively told everybody to get going and get it done. (Person A)

I thought, my own belief in what was going to happen has shifted too because there's lots of reasons people have for not moving ahead. And some of it, I think is this is just another expectation they don't have energy for and some of

> it is just resistance to change. But I think we could handle it, I mean we could do it. So, it's been a frustrating time. (Person O)

> I know that at times I get frustrated and I say, 'well if we can't come to a decision, this is the way it's going to be'. (Person L)

Ambivalence

Five individuals described feelings of ambivalence which were characterized by a waxing and waning of emotions.

> There were peaks and valleys, highs and lows, and that could have just reflected my personal energy level. (Person E)

> It's too bad, because I see lots of examples of that...and I don't know whether I'm just mean, I'm feeling sensitive to, I wish we were all more on the same road. (Person O)

> For me the experience was uneven. There were periods of great frustration and periods of satisfaction. There were times when I could see things happening and that was great. It's difficult for me to express all of the feelings that I had during that whole process and even the ones I have now. I think we are leaving the work of the Task Force in a situation, where we don't know whether we've accomplished anything. If indeed things are happening as people say they are, I think that is good. But, I'm not convinced that as many good things are happening as are reported. (Person H)

> I found it frustrating at times because it didn't seem to be moving on. I was concerned that there was a lot of discussion but there did not seem to be a lot of things materializing....I also found it a growth experience in terms of bringing more awareness to me about some of the things that need to be done, some of the things that I was doing, and what other people were doing. So in my mind it was a good growth experience. (Person C)

> I think there's still a certain amount of ambivalence about this whole new process, about this whole new way of being in the world, at least the Central Community College world. I think that there's a lot of ambivalence at all levels. There's still an uncertainty as to whether or not that whole way of decision making is really a good one. (Person F)

Excitement

Several participants discussed reasons for their feelings of excitement. Reasons ranged from seeing theory used in practice, hearing the results in various reports, feeling intellectually stimulated by the process, and seeing numerous people involved in the process.

> I think it was exciting - the number of people who were willing to get involved and commit quite a bit of time and effort in the belief that something would really happen and change. (Person M)

> It is really exciting to see the kinds of things taught in our classes, actually being used in our College, to help ourselves be a better College. (Person I)

I found it for the most part, a very sort of energizing process. I came away from the Task Force feeling very good about the College and the people that made up the College. I find the results particularly exciting. I think it's working far beyond anything I thought it would....It was really quite a good experience. I enjoyed the process of the development of the principles, watching the dynamics and everything else that was going on. I particularly enjoyed seeing the results. I think that it's really significant seeing what could become of it. Not to say there aren't a few kinks in the system that have to be ironed out....I was involved almost from its beginning right through and that's exciting. You know, it's sort of fun to be able to say that. It was an interesting process, intellectually too, for me, to see that. To see that development and everything else. So it was fun. If it was fun, it was worthwhile, and it was a good experience. (Person A)

I think what I have found most valuable and most exciting, have been the last number of meetings in which reports have been given. Increasing numbers of reports, from different units and areas about what they're doing, have taken on a real vitality that has been really meaningful and valuable to me. (Person G)

It was very exciting to create the values and principles on the Task Force and then to try to teach that....I found it very exciting. (Person O)

Apprehension

Two specific comments revealed some apprehension on the part of the participants. One comment related to structural issues and the other related to uncertainty about the motivations of other members.

> I guess my first reaction was that we were adding more bureaucracy rather than less, because we were getting more people involved in processes that could probably take longer to make decisions. I thought perhaps some of the authority to make those decisions would be eroded. (Person L)

> I was concerned at the beginning, in the first couple of meetings, because I saw what I thought were a lot of agendas coming to the table. I wasn't sure that people were all necessarily there in the name of working to a model of governance in the institution. I think there were a lot of agendas; a lot of people who had an axe to grind. This was one of the first public forums that the President was calling and where he would be in attendance and would be participating at, so people would have access to the President in ways that they hadn't had previously. (Person K)

Commitment

Several of the participants described the level of commitment given by Task Force members. Descriptions related to time, energy, and the balancing of other issues in their lives.

> I found it very, very demanding. Especially in the beginning when we met twice a month. We also met in the subcommittees twice a month and they were two hour

meetings. So in fact you had a meeting every week. We were trying to be fair by trying to meet on each campus, so even the travel was demanding. That's what I remember most, that it was demanding....There were areas where I felt fairly uncomfortable. I tried to be 'up' because I made a commitment to join this organization and I'm going to see it through. (Person E)

To me the positive side of it was that the Task Force really got a lot of people committed. This was a two or three year commitment and anything that can involve people and energize them for three years is impressive. But there were times when it got really stressful - just in terms of balancing other things that I had going on in my life on Tuesday evenings, for example. (Person M)

It was a good experience for me, I enjoyed it. I also saw it as a fairly large responsibility in that I was a representative for our Division. I think that I found it hard sometimes to bring the energy and the enthusiasm from the committee back to the Division....One of the things I'm reminded of when I look at this pile of paper, is how much work we did. In retrospect I would never have thought I did that much work. I don't have any memory for any specific details but I know I did a lot of reading as well, and continue to do some reading, and continue to be interested in the whole subject. (Person F)

Sometimes I almost resented the time that I was spending there, because it meant another thing to carry home at night. (Person D)

Hope

A feeling of hope was described by four participants. Issues mentioned by the participants included shifting from cynicism to optimism, greater openness within the College and a positive shift about the understanding of governance.

> I used to feel that there was a fair bit of cynicism in this College about the potential for change and some of it was directed personally at the President....I think this was evidence of a certain amount of faith on behalf of quite a few people in the College that that wasn't so. They wouldn't have dedicated this kind of time if there had been a sense that this isn't really going to amount to anything of value. (Person M)

> The bottom line is that I think we are headed in the right direction. (Person L)

> Mostly, I'm encouraged by the process. I think if anything, perhaps expectations are a bit high to expect that things are going to happen extremely quickly. I think a lot of people in the College, thank goodness, are saying a lot of things have happened. There's improved communication across the College. The budgeting process is a collaborative one where people in the College, have the opportunity to get involved and be informed, if they want to. There's a greater openness of information. The participative process, I think, is pretty firmly embedded, at the Dean/Divisional level. I think there's a greater awareness and recognition that a participative management style is expected within the College. (Person I)

> If everybody in the College had heard about that many positive things about people's perspectives, and the resulting shift in their sense of governance, I think they would all feel more positively. (Person G)

Trust

The feeling of trust was discussed by nine participants. Three types of examples were mentioned. One type included examples of trusting/untrusting behaviors occurring within the Task Force group. A second type of example was the need for trust to be present during the process of change. The third example was the fact that trust is not specifically mentioned in the Key and Supporting Governance Principles Document.

> I think through the mutual respect that was developed, people began to be more confident there. There was the trust that their views were accepted with all of those wonderful things that go toward building trust. It took a long time. As I recall, there were exercises done specifically for that....It was interesting to see that develop. (Person A)

> When I first went in there I felt that people there were trusting of one another. I thought, I imagined, that they felt safe....I mean, if you're going to be talking about principles like this you have to be yourself. You have to talk about yourself, you have to talk about how you feel. (Person N)

> You need to do enough things at the beginning to establish a climate of trust. If you don't have that climate of trust operating, then you're going to get people playing out their

own agendas, hidden agendas, political agendas....I think we do need some skills, like facilitative skills, to work through some things [within the group]. I think it would've been useful in this case to have somehow designated some more resources to that task than we did....These are supporting principles that get at contributing to collaboration. What's missing is also a circle around trust. Somewhere along the way, we lost the notion of incorporating trust into this [Key and Supporting Governance Principles Document]. It [trust] had been around some of the earlier documents. So we lost the context of trust and we lost the centrality of needing to collaborate, to determine and define what collaboration is and how it works and the ways in which it's appropriate. These principles are I guess, a series of guidelines and checklists to support that collaboration. The end result, the outcome for me, is empowerment, rather than being a key principle. Having it as a key principle suggests that you can "do it". (Person K)

I think he [another task force member] is expressing a viewpoint that isn't just his. Listening to him allows a response of acceptance. If he can communicate [a dissenting opinion] openly and be allowed to then it also allows for that [dissension] from myself and from other people....It allows for trying to build trust. It's a very emotional basis, and trying to build a trust to go from here, to have some trust and belief that things will grow out of this [the Task Force] which will be even better able to address some communication issues. (Person G)

I think that many people need a lot of support in this kind of an endeavour. That was one of the things that was in the

early literature that we were reviewing: you do need to really be supportive to people who are engaged in the process of change. Because you have to have a lot of trust, and unless there is trust, then people aren't going to change their behaviors significantly. I don't know how much trust there is. (Person F)

It is rare for a supervisor to listen to the people they supervise and trust in them and believe them. When they do trust, then the supervisor takes it up to another level. Trust is the blood of an institution and if you don't have trust, it isn't going to work. We don't have very much trust flowing in either direction; people don't trust upwards and they don't trust downwards....The whole thing was developed by another person and me, and he left me right out there alone to say it on my own. [Person B was referring to a time when he/she felt trust within the group to handle unsettling information but betrayed by an individual in the group who he/she had previously trusted]. (Person B)

One thing that it [the Key and Supporting Governance Principles Document] doesn't address, is trust, and that's not addressed in there at all. There's two elements that are really key, in any reading that I've been doing, that turns the whole shared decision making-collaborative governance around. One of them is empowerment - which is there and is the central focus, and the other one is trust. Those are the two foundations or bases on which you can build a truly collaborative operation that IS productive, that does perform tasks but yet is still people conscious. And trust is not addressed in there; it is implied, but certainly not addressed....Look at the task oriented people. A lot of them

> are afraid to trust because then that means that they lose if they loosen the control. (Person C)

> Last year there was a move to 'end the Task Force now and' I remember personally resisting that. I thought that wasn't a good idea. And I know the people who were recommending it and I didn't trust their motivation for that in some ways. (Person O)

> I think you just have to trust staff more. I have to or I wouldn't sleep very well at night. I've got to have that trust so that they'll know when they should and when they shouldn't look for my advice. We have to do some training on when it exists and when it does not, and what kinds of issues I need to be involved with. (Person J)

Change

The concept of change was mentioned by six participants. Issues they discussed relating to change were: resisting change, creating a pretense of behavioral change, feelings of discomfort experienced by people engaged in change and an unwillingness to support people who are in the process of change. One person implied that the Task Force had served as a microcosm of an organization encountering change.

> The fact is that when something like this is introduced, there's going to be resistance. It's going to take people a while to adapt. There has to be buy-in from the top. Then if you work at it hard enough, long enough, and people see some tangible results of it, eventually you're going to get a snowball effect that the naysayers can't stop. The naysayers who refuse to buy in, eventually are

going to feel so uncomfortable that they're probably going to move on....It's like anything that's new. I once heard a quote that said, 'any change, no matter how positive, can cause stress, depression, or people to be uncomfortable, simply because it takes them out of their normal environment and people are more comfortable dealing with what they're accustomed to even it its negative, than they are dealing with something that's different even if its positive'. (Person L)

People change very little and I wonder if you haven't developed that ability along the way, if it isn't window dressing? A facade? I'm not saying it's phoney. What I'm saying is that people cannot absorb it and make it a part of themselves. They appreciate the fact that it's important and they appreciate the fact that the whole institution values it. They put it on like a new outfit, but it is never part of them. The ones who are threatened, rigid, and compulsive have put on a new veneer, but they have not changed. I don't think they can ...It is a risky business...all those people are running around with input and expectations. Now we're starting to talk about weighing the various components of the budget. People are saying, 'hey, the College is saying this, let's see some examples of it'. So they are challenging and that's good. (Person D)

One way to feel about collaborative governance, is a sense of loss or confusion as to how to perform the role that's expected of them. I suppose another way is to try to pretend they're performing the role. (Person C)

We're talking about a looser, less militaristic system than a whole lot of us know. It's a lot looser, more collaborative; a

little more shapeless or less structured that it was and that's not comfortable for a lot of people....But you know, I haven't had any problems that way. I've had a couple of times where things haven't been done the way I would've done them, but it has worked. I'm going to have to live with a certain discomfort at times, because that's the other side of collaboration....We have made more people, more uncomfortable, more often. To some extent, we have made people uncomfortable about things that they may not be able to change directly....I see an odd unwillingness to accept the downside of change and to support people in overcoming fear, and in learning. There's a tremendous amount of pressure to create, to be new, to be entrepreneurial, to change, to do many things that we haven't expected people to do before. There's a very odd unwillingness to educate those people. We're in the education business and we don't educate our own people very well at all. I think that's something the Task Force talked about and it's one of the areas we probably do give more lip service than anything....I think we've ignored a lot of the effects of change on people and frankly I think we're surprised when it doesn't just work. I don't know why we're surprised when it doesn't JUST work. It's a bigger deal than perhaps we've given it credence.... There are some people who could not and would not survive a concerted drive towards the world that the Task Force envisions. That's not the bolt of cloth that they're cut from, and you're not going to be able to stretch and twist and turn them into believers or followers. They'll go kicking and screaming to their early retirement if it becomes a 'Thou shalt'. Because it's just foreign to the way they work, they wouldn't be comfortable with it. Those are probably the control oriented people. (Person J)

> It was an interesting case study in how the politics of change really works in an organization. I think what we did at times underscored how difficult it is to change. When we started to get down to really specific change possibilities, every once in awhile we would draw back into talking about broader concepts, principles, and values because it's too threatening to get right down to cases and say 'here's how we should change'. (Person M)

> You can say, well that's the same old stuff or you can say, well look, there is some significant change. It's interesting to me that the norm across our educational people, mostly instructional staff (Faculty, Program Chairs) is to focus on or look at the things that didn't change, rather than to look at the things that did change....My experience on the Task Force is that the higher people are placed in the organization, the less willing they are to shift, to change, and the more defensive they are towards looking at things differently. (Person O)

Four other facets of change emerged from the data when they were analyzed. These facets are learning, higher expectations, embedding changes into the culture and the results of change.

Lewin's (1952) three phases of planned change; unfreezing, changing, and refreezing seemed to be one way of viewing the data. Unfreezing refers to creating a need for change and demonstrating behaviors which cause discomfort in the present

environment. In the Central Community College example, the external pressure to change came from prolonged, unpleasant faculty contract negotiations. This situation and others had led to a deterioration in staff relationships within the College. The change was not planned as Lewin would imply, however when the problem was recognized it provided an impetus for change.

Changing according to Lewin refers to a time of alteration or modification of people, tasks, structure or technology. Changing is discussed under the headings of learning and higher expectations.

Refreezing is the final stage of Lewin's planned change process. This stage maintains the momentum of change by implementing a process of evaluation. Some modifications to the plan of change could be made during this stage if necessary. The data from participants is discussed under the heading embedding change into the culture and results.

Learning

Several participants talked about what they had learned while working as members of the Task Force. Some of the participants cited information they had learned from speakers, from reading, and others discussed what they had learned from a personal perspective.

> I thought the Academic VP did a very good job in providing us an overview, without really telling us or demonstrating which of those many things the College went through, that he personally liked best. It was interesting to see the various

forms of governance the College has had in a very short period of time. It was amazing when you really think about it. Certainly I felt his influence throughout to be very good, very strong; he was unbiased I thought. He portrayed things very thoroughly throughout the whole process. Certainly his presentation was worthwhile. (Person A)

I was quite amazed and surprised at what kinds of questions that people were asking. They suggested to me, a real lack of information about the institution and how it worked and how decisions had currently been made without the consultation process being applied. If their questions were real and reflected the reality of their involvement in things and their understanding of the processes, then I think that our institution really needed to address ways in which people understood more about, and became more involved in, day to day decisions for the institution. To increase the awareness, also increases the quality of the decision and the understanding of the processes. So that was probably a real learning experience for me - how much information didn't permeate throughout the institution. (Person K)

I was pretty naive at the beginning. I was meeting people I didn't know, a lot of those people on the Task Force were just names to me. I learned a lot on that committee about how things work, how they're supposed to work, and how they do work which of course are different. I think there were people on the committee who had every opportunity to learn about these things and still don't have a clue. I think it was a good thing to do. I learned enough personally, just for myself, that I think it was a good thing to do. I think on those rare occasions when I can be effective within the institution,

I'm more effective now and I think that is probably true for most of the people who served on the Task Force. (Person B)

Because of the broad range of people participating, and the different levels of experiences that they've had, their knowledge of this concept, and their roles in the College, I'm not sure that anything could have been eliminated. I think that, at least some of everything that happened, would have been of value to someone. (Person L)

I think the speakers added an outside perspective, and I think that's always useful when you're attempting something of this nature. So often you get caught up in your own internal way of doing things that you need people to come in and show you that there are other ways of doing something, and it may be even better than what you are doing. (Person H)

I thought the guest speakers were very worthwhile in terms of grabbing people's awareness and validating the concept. They showed that it wasn't just somebody, (another person or the President) off on a personal kick or activity. I feel that people in the academic community can handle that. I think it enhanced the probability of things being accomplished.....I found the survey results interesting. I thought it was good. I was very interested in knowing first of all, the perceptions people had about information flow and where it was bottle necked [in the organization]. It certainly drove home to me, that people thought there is a certain blockage of information at my level. It made me really start looking at that. The

survey made me much more sensitive to taking some actions to offset that perception. (Person D)

Hearing a perspective, not just a President who's bound to say it works wonderfully well, but of the faculty association person [Galussa] who, I guess, gave the perspective of 'yes, it's worked, but yes, here are the kinds of clashes we've had. It's not all a bed of roses but it can be made to work, and here's how it's worked for us'. I think that duo [Fryer and Gulassa] was powerful in that perspective. I guess my sense of Gallagher's contribution was of giving the Task Force a feeling that they could have an impact and that there were other models of governance. There was the potential to significantly change the way the College was run. If the group took their work seriously and did a good job and came up with something; this needn't be just window dressing. I guess my feeling of Gallagher's contribution was more in the sense of motivation; 'you can do this, you can change the way your College runs if you want to. On the basis of my experience I know this to be true and here's the experience'....I guess if I had to assess a contribution of Arbuckle's, maybe it was bringing increased awareness to members of the Task Force who weren't aware of some issues around organizational change. Maybe it was increasing their awareness to the level some others already had from their own work in the field. (Person M)

I enjoyed the speakers because they presented their own points of view. It's interesting to listen their perceptions about the different communities that they have attempted to create and the effect that that's had on the people who work in those communities, and how that worked. So, in some

ways, that was highly interesting to me because it gave me a sense of something to think about or a point to kind of start with and maybe move from in my own thinking. I think that was quite helpful; it stimulated a lot of discussion and thought. Whether or not it contributed significantly to the exploration of our own values or not, I don't know. I would think not. I think what really made a difference for us was the whole exploration of where we came from, what we liked and what we didn't like. Then we looked at the values that we thought a community that believed in those principles should have. I think that exploration within our own community was far more significant and important than the guest speakers, but maybe we wouldn't have gotten to those if we hadn't had some of those speakers and hadn't been challenged to look beyond our own institution. (Person F)

I liked the...particularly the fellow from Toronto...Joe Arbuckle. I still kind of resonate on some of the things he said. Some of what he talked about is you don't change people...you change people by having them create a change of heart. You don't try to manage change outside of people. You need to help them change from the inside out and that in fact management theory in the 70's was just the opposite-that you would create change by changing the formats or rules or something and people would just sort fall into line. He also talked about these ideas coming from the people who were doing it not from someone high above everyone else. He described that facilitating change is a really a much more gentle process than some kind of adversarial process. And he talked about 'just go out and do it-action creates action'-as opposed to trying to create the perfect plan and then....I found the people from California OK. They were a bit

> disappointing to me, although I did like the faculty President. I thought he had some interesting things to say. I thought that all these people gave us some stuff to think about, a framework to compare ourselves to. I always find it interesting that I get reinforced by someone who is away from it saying, 'this is a good idea'....I've never read anything that said it didn't have to be top-down...always they say, if it succeeds at the top-down you're going to get some kind of grassroots organizational change in the structure. You can get grassroots support, but the way the organization changes is from the top-down not the bottom-up. And that's what we need to change, some of the structure and processes, not our willingness to be enthusiastic....So I'm hopeful in a crazy way. (Person O)

Higher Expectations

The theme of higher expectations was described by several participants. They believed that expectations of increased involvement had arisen out of the Key and Supporting Governance Principles Document developed by the Task Force. A few of them expressed concern about the effect that higher expectations might have on other people in the institution.

> I think we have raised expectations and I think we have done that fairly well. In some respects maybe too well, a little misguided in some spots, but I think in the places where we started to run ahead of ourselves there's been a coming back into line. I think we've created some pockets of high energy and that those on the whole, will survive....I think

we've created all kinds of ripples that will take a long, long, time to settle out. I wouldn't want to be somebody who'd been an Academic for 20 or 25 years and suddenly be told that "you need to do some really core changes in the way you interact with your students". Not so much curriculum things, more about the one to one, and the style more than the content, the technique more than the curriculum. It's almost a lot easier for people to accept changes in the curriculum than it is to change their delivery style or the perceived relationships they have with their students. (Person J)

I think the expectations are higher. Collaborative governance is based on your personal expectations and what this Task Force has done is to raise people's expectations of involvement and collaboration. (Person C)

I wonder whether we are worse off now than when we started. We have gone through all these exercises, we have developed expectations, we talk up a storm outside the institution, and at the Board and everything else, how wonderful we are. People are smart and they start asking questions, 'Well, it's OK if we are here doing it at the program chair level but, what's happening at other levels?' It's a real questioning, a doubting. (Person D)

The Task Force raised expectations too high. (Person B)

I think you have to have your act together if you're going to collaborate and be in an environment or in a cultural milieu where everybody is equal, where there is no territoriality. That kind of a notion, probably is a little bit Utopian, but on

> an individual level, people have to be quite mentally healthy, emotionally stable. To be this wonderful person that can do all of this, whether it's with students, colleagues, or with staff who report to you...you have to be a very well adjusted person. So, you know, maybe sometimes the expectation was a bit unrealistic for some. (Person N)

Embedding Changes into the Culture

Thirteen participants commented on the theme of embedding changes into the culture of the College. They expressed the idea that the staff must continue to work to ensure that the Key and Supporting Principles of Governance are firmly embedded within the institution. A few participants talked about their personal commitment to the principles. One person believed there had been some change in the culture but would prefer to have some measurement of change. Some people cited examples of collaborative governance in action.

> On the whole, it's been a tremendous experience and I think it's been a real good thing for the College. I just hope we don't go onto something new before we get this one properly embedded in our culture, because it isn't yet. I think it's a very fleeting thing. It's a spark, you can fan the spark and get it glowing nicely, or you can snuff it out in an awful hurry. At this level, stuff doesn't get embedded in the culture in a year. I don't think we've got it embedded yet. I think we've got a whole lot of people who are more willing now than they were a year ago, to say, 'yes, collaborative governance has some definite upsides to it'. We've also created some

people who have realized that it's got some downsides too. (Person J)

I thought it was a good process and I think what is written here is perfectly fine. It is another step to try to put it into action....I think you're going to always keep hammering away at this, constantly reinforcing and so on. And eventually it'll become an accepted principle. Putting it down here I think, is a good first step but the culture of the institution has to change and absorb what you have here. (Person D)

I still feel heavily committed to carrying out some of the principles of the Task Force. I try to do that, and have been always trying to do that with students. I'm trying to do that more with students but I'm also trying to do that with other groups in the College too. And I'm trying to make some kind of a significant contribution just as an individual. (Person F)

The initiative is well under way now, we all know the principles and we're all going to live by them so let's get on it. I don't know whether that's going to be good enough, it may not be; it may require some nurturing....Has there been any impact on how our students feel? Do our graduating students feel different today about the experience that they're having, then they did four years ago? Do our faculty, support staff, have feelings that they're in a more collaborative environment than they were three years ago? We don't know that. We can guess and we can talk about examples of things that are happening. My gut feeling is that there are more people feeling better than there were three years ago. But how many more, I don't know. (Person H)

I think it's like any human relationship. You have to continue to work on it and enhance it and fine tune it. There are continual skills to be learned. But it's a long, slow, continuously evolving process. (Person I)

I think the principles are with us on a day to day basis. I think that there's very little that we do where there isn't some awareness of this and acknowledgment of the role that the principles play. I don't have a small laminated copy in my wallet, but it's not far away. Until I changed my daytimer in January, I did have it [the Key and Supporting Governance Principles] in there all the time. (Person K)

I think generally we haven't committed to a real significant change yet. We're kind of moving around it, you know. And it's too bad because I think we're ready to do it....I think on one level it [Task Force] it's made a big dent, and were doing things differently. But it is so easy to say 'give me mine' and we really have to fundamentally change and we haven't done that yet....When [Academic VP] did that budget thing when the President was away [on sabbatical], that's the way, minimally it's going to be done...at least that openly every year. There is no backing off that. It worked out well and he had a lot of support, I think that surprised him. (Person O)

I guess right now, in January 1993, I'm waiting for some reports to come back, because when I walk in and out of all these campuses, I don't really notice a lot of collaboration or empowerment on the surface. I am looking forward to the spring, or the next couple of months, when we do have representation from the different communities or divisions, departments, actually telling us how the principles worked in

their classroom. Then I would be much more comfortable, and then say, 'hey, some of this did in fact work'. (Person E)

I know that within this department there are still people who are reluctant to buy-in totally. (Person L)

I think it's had a great effect. I think it's got a way to go still. I don't know whether we will ever be one little happy family by ANY stretch of the imagination. I think the last budget and this one, but the last one particularly, certainly demonstrated that collaboration during its preparation made it far more palatable than just saying, 'here it is'. (Person A)

I'm not sure that it's firmly enough entrenched in each individual division at a conscious level that people will continually examine what they do in light of these principles. I think some places do that, but I'm not sure everybody does that. I think the submission of the action plans was like, 'I've done it now', or 'I'm finished, we can just stop talking about it'....Now that fact that it still remains one of the key College objectives I think was quite significant. So one would hope that through that there will still be a vehicle for keeping it alive. I'm not sure that the whole thing went on long enough at the unit level to have a lot of ongoing advocates. (Person N)

The Task Force was supposed to provide a forum where people can express both their concerns and their progress, in terms of their own - taking that into their heart. Because to me, the change will happen because people take that into their mind set, and their hearts and all the close places to them. (Person G)

> I think we've still got a long ways to go in terms of decision making levels and roles. But that will come with time. (Person C)

Results

Ten participants commented on the results of the Task Force. Most people gave examples of change that they had noticed within themselves, or their work group, or the College. A few participants perceived that changes would take place in the future.

> Most of what I have gained through membership on the Task Force has not been because I was in the room when the Task Force met. It's because we brought those principles back and put them in place, in the workplace....It has caused me to give more thought to other people's opinions in making decisions, or formulating recommendations. I don't deal with ambiguity well, and I like to see evidence, measurable evidence, that what we're doing is producing some results. And for me, it did produce results. (Person L)

> I've done a lot more consensus activities in my classroom. It has become very important to try to accommodate students so maybe that is empowerment. I feel very comfortable now going into the classroom the first day and discussing final exams. The class makes a decision about dates, etc. I've revamped my curriculum more than once in the past couple of years to accommodate the students. (Person E)

> One of the things that the Task Force has allowed me to do is to broaden applications of these principles at the Division

level....In some programs they have expanded the participatory kind of thing. But some of those people were inclined that way in the first place. (Person D)

I think that people understand the need to change and understand some of the language we're starting to use, but we're at a real crossroads now, saying the Task Force has almost teed up the ball and now we have to do it....My experience on the Task Force is that it's kind of chipped away at some of the calcified attitudes. It's enabled us to move. But I don't think we've moved a whole lot yet. We really need to take it and run....There's a lot to do. Collaborative governance is a great way to do it, the Task Force is a great vehicle, um...this quality format stuff is just a format...it's just a way to organize collaborative governance issues. (Person O)

I'm quite happy with some of the things that are happening in my own Division because I think they are quite fruitful and have a lot of potential. I mean, even being open to changing the structure in my Division, there's an openness to that, that there didn't used to be. Oh, maybe that's not true, maybe we just never tested it because we assumed that it wasn't open. But I think that there's a little more openness to change than there was before....If we look at the search committee for VP Academic which is the most recent example, I have to say that was a very rich experience and is probably the closest we've come to having faculty involved in some fairly important committee decision making for a very important role in the College. (Person F)

I think the first few presentations that I heard reflected the spirit of the task. The spirit of the goal of the Task Force was to, I believe, help other individuals in the College participate in a process of self examination to see whether in fact they did apply these principles, and if they didn't, where they could. The idea was to do this self examination in a very collaborative manner. I did get a positive sense of that initially. I felt the action plans were an honest representation of what people in particular Divisions had gone through. They had gone through some kind of process, and there was excitement, and there was frustration and fear, but there was a fair amount of enthusiasm too I thought. But as time went on it was like 'this is another report that our Division has to get done'. And so I never had the sense - in places I did - but not an overwhelming sense of groups in the College having gone through a collaborative notion of where they were and where they were going....You know, working on the group dynamics, the honesty, the clarity and how to make decisions in a collaborative way...I think my Division probably has a long way to go. (Person N)

What the action plans are trying to do is kick us out of our own navel gazing and make sure that we are in fact putting an expectation on people to 'give it a chance, see how it works, and let us know what you're doing'....I think it's been a good process. I think we're a better organization because of it. I think we've done a lot of work in the area of communications. I think that's probably been the most visible change. If you look at the College newsletter today versus five years ago, you'd find that there's a whole lot more communication on a lot more issues. And I guess I'd have to say there's probably more honesty, more

forthrightness in everything. I don't think that just because we've achieved all of those enhancements means, that from afar, our College will look particularly different. I think the results of the processes will be better, but I don't see it in a lot of ways changing the structure of the College much at all. (Person J)

I would like to say that it's made a big difference in the College. I'd like to be able to say that. And I think there are indications that it has made some good things happen. But I'd like to know more. (Person H)

Healthy people do care and they (not that they want to be involved in everything in the College) want to be involved in having some influence, some input, some say on things that are important to them. I think we're finding through management forum [which involves sixty or seventy people] that people are interested in the broader College picture as long as it doesn't displace the fact that the work they do is important too. (Person I)

I do believe that the whole Task Force initiative has made a significant change in the institution and it's because of the awareness. I think people are much more sensitive now, to include other people when they make a decision. Look at what has happened. I think it's been quite positive in terms of involving lots of people and certainly has a solid base within the institution in terms of knowledge and people being aware of it. Certainly in the areas where I work, everybody has been through those principles and looked at them, considered them and tried to review how the principles fit with their own functioning within the institution. (Person C)

Group Process

Fourteen participants discussed elements of group process during the interviews. Specific elements they discussed are subdivided into the following areas: clarity of task, pace of the task, avoidance and resistance, ebbing and flowing of energy, committed core group members, personal connections, late entry into the process and closure role of the Task Force group.

Clarity of Task

Four participants talked about uncertainty relating to clarity of the task.

> I thought we took a really long time to get clear on what the committee wanted to do or what it was about. (Person B)

> I didn't know where we were going or how much authority we had. (Person E)

> I'm not sure that we weren't spinning our wheels a fair amount. I'm not saying that values are not important and so on. I know it is important to get it stated, but I'm not convinced that doing that and stating it and so on is translated into action....I think the process is important. I'm saying I didn't find it particularly helpful for me but, that does not invalidate the process. (Person D)

> I started to get a feeling that people didn't know where to go with this, or what to do with it and the sense that people were just exploring the concept over and over again and there

> wasn't a whole lot of action or implementation taking place. Maybe that's just part of the growth or developmental steps in this kind of thing....There was talk about 'what we should do is have people report to the group as to how they're implementing and what they're doing' in the Task Force. Then I think we started to see some things materializing. There were some people within the College, who were starting to do some things that they thought reflected those principles. (Person C)

Pace of the Task

Nine participants discussed or alluded to the pace of the task. They mentioned that the process was slow and grinding, the process should not be rushed, it may still be in progress, and other issues.

> I found the process frustrating. In other words, it was so tedious and it moved so slowly. It was 'go forward an inch and go back a foot, and then go forward an inch and back a foot'. I thought it could've been pushed along a bit more quickly and been a little more defined. So I found it frustrating in that regard. There was one particular session where someone got pretty frustrated and effectively told everybody to get going and get it done....Putting it on the line, I thought, really got the process crystallized and result oriented. So that was the key point in the whole process to my mind. (Person A)

> The feeling that comes to my mind is kind of a grinding away and rehashing things quite a number of times. It was probably necessary to get to a point where we all understood

where we were coming from but it sticks in my mind as having been a grind, a real effort to cut through the bull or whatever....I think the Task Force would've had a real problem if it hadn't taken that gauge [the survey] of where the College was...what do people in the College think about these issues. (Person M)

It was long in terms of hours, and long in terms of time. We had a lot of good people working on the Task Force; a lot of committed people wanting to make a difference. I think that's the trademark of our institution. I see that people are quite prepared to make commitments to issues and causes and they always have been. (Person H)

There's a natural progression that you have to follow. I think it's a mistake to rush that process or to jump in at the wrong stage. It's like dropping someone off the bridge into the river before they've learned how to swim. I think each of those steps, the awareness campaign, or at least the awareness process, the setting of values and goals and objectives and then systems in process was the right way to do it. Even though I may not have been terribly excited or energized at any particular meeting, I think that there was probably something in each of those meetings that was of value to someone who was there. (Person L)

Values clarification contributed to some measure to us looking at how we could evolve those principles that we ended up with. Then also, how could we take it a step further and use that in contributing to a change in the whole College community, using those values. I think we're still in that process. (Person F)

> It seemed to take a long time to come to this but because we were a big group and we gave everybody the opportunity for input, again it was quite useful. (Person E)

> The process might also validate the whole concept that 'Hey, we are really trying to do something to improve.' And I think people have to get that feeling, that perception that this is real and maybe this [the Task Force] is one vehicle of achieving that. (Person D)

> I mean, if you're going to be talking about principles like this you have to be yourself. You have to talk about yourself, you have to talk about how you feel. (Person N)

> I probably don't give enough credit to the therapeutic effects of people just being able to sit down and grind away on the subject, and jawbone the problem and talk about how they feel about it. I tend to give that short shrift and I shouldn't because I'm gradually coming to see that it's probably the bigger half of the equation lots of times. (Person J)

Avoidance and Resistance

Issues of avoidance and resistance were discussed by five participants. Descriptions of others included perceptions of fear, rigidity, and withdrawal. One person commented on a personal feeling of neutrality and another one commented on a feeling of disappointment with another Task Force member.

> I find people coming up with almost irrational kinds of...they just talk about, something else. They almost fill the room

with words just to avoid having to experience the issue....I think what happened early on, was that he was so good at what he [Arbuckle] was saying that it wasn't safe for some of the people in the room to participate and they really withdrew. They almost pulled their chairs back from the table, you know, and opened up their briefcases and started doing something else and I thought that was quite significant....I constantly in the Task Force meetings experienced people being very fearful, you know, their resistance is much more coming from fear than from any kind of legitimate 'this is not a good idea' thing. We had several powerful Task Force meetings where it was really moments of a shift, and each time we did that I found that it was significant...there were people doing obvious things to withdraw from the moment..Whatever it was, it was getting up and looking out of the window. But as those powerful moments occurred, for many people it was a step forward together and a coming closer to the goal, and for other people it was a real 'I've got to get out of this process'. It was only momentary, but it happened quite clearly. (Person O)

There are some people who were very rigid and very cynical and it wouldn't matter what you did. They wouldn't be swayed, they would look at the ceiling. It came out in body language or they came late and left early, things like that. (Person E)

It was disappointing to me to have people in my class who didn't learn anything and won't be learning anything. (Person B)

> I didn't find the values clarification exercises either to be positive or negative. I know some people found them to be one way or the other, so I'm really...really in the middle. (Person A)

> There were people around that table that night who, I don't know whether they were tired and weren't listening or whether they weren't on the same wave length or what, but there were a lot of deadpan faces around. I thought, 'this is a tough crowd to play to' and yet, I quite enjoyed what he [Arbuckle] had to say. (Person K)

Ebbing and Flowing of Energy and Activities

Three people talked at length about the ebbing and flowing of energy and activities within the Task Force group.

> Initially, it was highly exciting: there was lots of energy, high energy, lots of enthusiasm, and high interest in the group. People were, I think, pleased to work together to try to accomplish something, although the goal was a little bit undefined at the beginning. It was a group that was really committed to trying to improve the general milieu of the College and really look with earnest at what kinds of things were going on and then what kinds of changes we would need to make to make it a better place to be. Not that it was a bad place to be at the outset, but we could improve on it....I think the group of people changed somewhat by the time we got to the fall of the first year and I think that some of the energy dissipated a little bit and there were mixed emotions in the whole group. I think there were some people there who for some reason or another at least, gave the

impression they were expected to be there. They weren't there voluntarily. Then there were a number of us who still continued on from the original group who were there because we wanted to be there....I think that some of the group dynamics changed from that really quite highly enthusiastic group to a little less enthusiastic, although certainly motivated. But some people, I had the impression, we were pulling along somewhat unwillingly and I think that sometimes they weren't always contributing in a positive way. The group further evolved I think in the last part of the period of time that I was involved. I guess the energy level from my point of view went down even more....I think within the group we probably had reflected the general notion of the whole College in that you have some people who are riding on the front bumper wanting to change, some people who are riding in the car putting up with change, and then the back bumper people who are dragging their feet and simply don't want change. They were all in the group. I don't know how that has evolved since I left in June, but when I left, then I felt I had contributed what I could to making any kind of significant contribution to the Task Force committee as a whole. I thought that maybe someone else from my Division might be able to contribute a few different ideas than I had. Even in my own Division it has lost a little bit of its momentum too, so it says to me in terms of leadership or the people involved, if there is a high commitment from them, then they carry some of the momentum along. If you remove those people somehow the momentum is removed as well, so there has to be something significant in the particular people you have involved, and the energies they're willing to share or willing to commit to that. (Person F)

When we did the values clarification exercise and really had to declare our central values and were going to actually publish this, that people are going to then say this is the blueprint for action plans, there was a lot of kind of brainstorming excitement. Then we suddenly said, 'okay, now we've got it', there was a real shift in the room. It created a lot of tension and nervousness. For some people a real positive tension that was just saying, 'wow'; for other people, it was a real anxiety and, 'if we actually agree on something, we'll have to live with it'....I feel like the Task Force doesn't have the same kind of energy that it had last year or the year before and it doesn't have the same vitality. It was very exciting to create the values and principles for the Task Force and to then try to implement them. (Person O)

As the process got really rolling and people became more communicative, because they began to trust each other, the ball started to roll and then all of a sudden it stopped rolling. That was interesting and I sort of anticipated that would happen. One or two people effectively broke the log jam and then everybody jumped on and it was done. It was just amazing just to watch that process of no communication, lots of communication, no communication, and then a solution. Virtually at that point, we had it finished. It was really quite intriguing from that point of view....All of them are very dedicated to the principles and everything else but looking at it personally, the dynamism isn't there that was there, the camaraderie I think that was developed around the table, is not there. (Person A)

Committed Core Members

Four participants talked about commitment. Descriptions related to emotion, time and other people within the group.

> The hard core, who are there because they really want to be. If somebody told them they were free to go, they wouldn't because they are in it now for their own benefit...they have their own ego investment or effort investment. They're the true believers who want to see the process through. I think, there is a good six or eight people who if they were told that their presence was absolutely at their own discretion, would still be there for every meeting and still be volunteering for the committee. (Person J)

> This group was meeting, at one point, on the alternate two weeks, so it was a fairly major time commitment. (Person K)

> I have to admit, if I'm candid, I was ready to wrap it up after the second year, but there was a person on the committee who asked personally if I would stay. It was 'oh, you can't quit, I want you to do this and this' and so I stayed....I express this as an instructor. I found it very hard to balance and do it full justice. Teacher first and then everything else. I found that if I didn't go to meetings on a regular basis (they were two hour meetings) I missed a lot. (Person E)

> I think it was an ambitious undertaking and I think from that aspect, a lot of people deserve a lot of credit. And I think that the President does in terms of wanting to see some

> things change, in the institution and I think that's great. (Person H)

> The Task Force group is not a shy group at all. I mean they were really...there wasn't a lot of sitting around.(Person O)

Personal Connections

Two individuals mentioned interacting with people who they would not usually meet as part of their work experience.

> I found the opportunity to get to know people in a different setting to be useful. It built connections, probably more personal connections than anything else. (Person K)

> I thought the first two years was pretty dynamic. Personally, I felt I grew. I got to meet people that I wouldn't normally meet within the College and I enjoyed that part. I like to meet many of my co-workers and when you're teaching on different campuses, you don't get that chance. (Person E)

Late Entry into the Process

Two participants talked about their experiences as members of the Task Force who entered the process after the group was cohesive.

> I think everybody was hyped up from the process, enthused, keen, committed, I don't know, almost like they had just had a spiritual awakening. I don't say that facetiously, I mean in a true sense I think they felt they viewed the world in a different way now....I was very conscious of that when I joined. It was like entering the forbidden circle. I mean, these people had been together in a very, I would think,

intimate way for a long period of time and all had arrived at some consensus in what this all meant to them, personally and as a group. And it became more and more fragmented as new people came. I had a real sense of having missed something....So at the beginning [for me], I still felt that, not evangelistic quality about the group, but certainly enthusiasm, commitment, a kind of a caring, a very collaborative feeling, cooperative feeling, supportive feeling in the room....I was very aware of being new. And so, probably it was either their language, their actual words they were using, or body language, but people would make a comment and I knew that just about everybody in the room knew what that related to, excepting me. Because of course, I hadn't been there for those first years. And so I was very quiet when I was there. I mean, I certainly wouldn't have contributed anything cause I was not on the same wave length as everybody else in the room....Then the membership began to change, and I think some of the original members also got tired and maybe had other commitments at work or for whatever reason weren't coming on a regular basis....I've had that always; like I go there and I get what I can, but I've always had a sense since new people joined and the original members were leaving for whatever reason, that there was a loss there. (Person N)

I think with this group particularly, a kind of built-in camaraderie, that built up because people have like interests and have been together on a particular subject for a certain amount of time and they develop...they are a cohort of interested actors in a particular play. [Person J entered the Task Force during the second year it functioned]. (Person J)

Closure Role

Five participants discussed the timing of closure for the Task Force. Several participants indicated that a group other than the Task Force could monitor the progress of implementation of the June 1991 recommendations.

> I argued last spring that the Task Force should cease and be done. We were one year past having the recommendations in place and there needed to be some kind of support and monitoring unit that could be turned over in a different way so that it would be integrated into the institution rather than being sustained by the Task Force. (Person K)

> What we did was the survey, you know, the original questionnaire. I think that one of the key issues as we draw towards sort of the end of this year (having kind of committed ourselves to some closure, needing to have some bounds on this task) has been 'How do we measure?' and 'When do we measure?' and 'Is it important to measure change on that same basis?'. If we gauged our initial position based on a questionnaire, then should we not measure? I firmly believe we should but I think that does not necessarily have to happen within the context of the committee work because I think it should be something you always do....We will move forward, sort of joyously, to conclusion. Not like it's the death or anything, but rather it's like we can celebrate kind of the accomplishment of something. I really believe that any kind of emergent groups won't get their footing totally until this group is sort of completed. (Person G)

A Task Force has a task and when it accomplishes that task, it disbands presumably having left in place some process or system to ensure that whatever change it was supposed to bring about isn't fleeting and doesn't just lapse about into the old way as soon as the Task Force is gone....There's a sense of trying to bring this to closure and how do we do that. That has interested me again, in the process, of how do people make a decision to put themselves to rest. You know, in that sense of the organizational life, to dissolve....After this is where we really lost it because this was, you know, there was a sense here that we've come up with something. Then the question was 'well, what do we do now?'. Well, we monitor. (Person M)

I think towards June of 92, it was losing momentum. I'm not sure we shouldn't have stopped then and perhaps had a committee do some follow-up. I don't think the momentum for the College community should have stopped then, but I think the Task Force itself could have stopped then. And a subcommittee responsible perhaps to the President could have continued following that. (Person F)

I remember last year, several people saying that 'we should end the Task Force now' and I remember personally resisting that. I thought that was not a good idea. I know the people who were recommending it and I didn't trust their motivation for that in some ways. (Person O)

I felt that what the Task Force could do, it had done in its current form. And I didn't want to be involved in non-effective work which is what I perceived was coming up. (Person B)

Perceptions

One theme which emerged from the data was that of perceptions. The theme could be divided into perceptions about self and perceptions about the President.

Perceptions about Self

Feelings about how one viewed him/herself or how one could be viewed by others was described by numerous participants. A few individuals believed that their own view of their administrative behavior might differ from the view held by others. Other participants talked about beliefs about themselves or insights they had gained.

> I'm really quite proud of what happened and my involvement in it. I don't feel that I played a particularly strong role in the whole process. In other words, I didn't write the Key and Supporting Principles of Governance, I didn't do anything like that. But I found it a very rewarding experience. I find it very exciting to see it in action. A couple of things that I've done subsequently where I've seen it in action, have been quite exciting and personally rewarding to see. Its exciting to say I was a part of that. (Person A)

> I know that at times I get frustrated and I say, 'well if we can't come to a decision, this is the way it's going to be'....People would wax eloquent when I knew that in practice they were not doing what they were preaching. And of course, I was always tempted to say so, but you didn't dare do that. (Person L)

I think a person could look and analyze my administrative style and say, 'it's dictatorial, authoritarian, or paternalistic'. Another could look at it and say, 'no, no, it's humanistic, it's caring, it's participative' and probably the situation that one is involved in will dictate that style somewhat. (Person I)

I guess I'm like everybody else. I like to think that I lived by those principles before the governance task force. But I think probably what it's done is raise an awareness in all of us and as a result of that awareness, then we are much more sensitive to how we do things in relation to those principles.....I do believe you can get as much productivity, if you want to call it that, out of working with people rather than against them. My leadership style is to try to work with people, to be a supportive kind of a person, to facilitate them making, or having input, into decisions, and in fact, making decisions where appropriate. (Person C)

I think the implementation of those principles is often situational. Depending on the issue or the topic, some people might see me as being very collaborative and in another circumstance, if they don't like what I'm advocating, might see me as being very dictatorial or bureaucratic. (Person H)

I've always pretty much participated to the level to which I'm interested in participating. I think I have, at least in the last few years, a pretty good idea of how the College is operating, not totally, but certainly in a significant way and I think I've participated in a lot of activities that have made a significant difference for myself personally, but also for the kinds of things I was trying to do, in terms of being a faculty

representative on committees and things like that. So I think that I certainly can't complain about that because I use the opportunities I have, to have input. I think the opportunity is there to a certain extent. (Person F)

I think I've had some growth, sure. I try to get involved. It would have been very easy to sit there. And in a way, I'm a voluntary person, I suspect a number of those people were assigned. (Person E)

It's always possible my style has changed a certain amount even without me knowing it. And the dynamics between the people and myself, maybe has developed a closer linkage, and a more trusting relationship.... It [the survey] certainly drove home to me, that people thought that at my level there is a certain blockage, and that made me really start looking at that. It made me much more sensitive to taking some actions to offset that perception. (Person D)

Gradually I am learning there is another whole side to the world; the emotional side and that has its very serious merits....It was a good experience. I'm a little too task-oriented and it is that kind of a process. (Person J)

I felt that from having take [a] risk, that I gained respect from some people who I respect and that was good...I learned a lot, I'm better because I did it, and maybe it was worth doing just for that. (Person B)

Those things have been extremely positive for me. I will always value that, and see this process as being very meaningful on a personal level. (Person G)

> In my classroom I want attendance. I want people to stay, I don't want people leaving after coffee. I want them to come, so I find that I have to treat them with consideration. The older our students get, the more demands are being made on their lives. You have to have a little compassion [for students]. (Person E)

Perceptions about the President

Five participants referred to the role which the President played within the Task Force. Most comments supported the idea that the President had been a key and driving force in the Task Force initiative.

> I think the President has to play a leadership role and have visibility in this kind of a process so that people understand the importance of it in the institution. I think the President's participation was really important in the early stages because it was a bit unique in the institution. (Person K)

> There's no question that the President was the driving force. At the same time, I think and once again I can only sense it, but without the President there [when he was on sabbatical] perhaps there wasn't the authority, the perception of authority driving the thing, that allowed it perhaps to soften a bit to become maybe wandering a bit, which it needed in a way. (Person A)

> There was still a sense that the person who was chairing the Task Force and really had to take responsibility for it was the President. (Person M)

> I know the guy works 16 hour days, and he's working for the College all the time, and he wants that from us. People are fanatically devoted to this place, the difference is we all think our program is the College....In a lot of ways the guy has done a great job. If you look outside of the College, it is hard to imagine that anyone could have done better. (Person B)

> I think it was an ambitious undertaking and I think from that aspect, a lot of people deserve a lot of credit. And I think that the President does in terms of wanting to see some things change, in the institution and I think that's great. (Person H)

Nanus, in his book Visionary Leadership discusses the idea that a vision is really just a dream until it is widely shared and accepted within an organization (1992). Nanus further discusses the notion that the leader must believe that people do want to be "partners" in the process of change. (1992).

Governance Issues

Numerous participants commented upon various governance issues such as communication, decision making and empowerment. One person commented about the organizational structure of the organization.

Communication

Four participants discussed various aspects of communication within the College. Enhanced communication was identified by each person. Two people indicated that the public forums had been useful in

increasing communication. One person indicated that openness of communication had increased but that perhaps general anxiety had also increased.

> I think the forums are helpful in a number of ways. As long as we can keep focused on the intent of the forums, which is sharing of information, getting input to decision making, and that sort of thing, I think they can be valuable. I think that very often if we did not have those meetings, information would not get out, and I think the people who don't come are the worse off for it. I do think they [the forums] are time consuming. I know that we don't get full participation at all the meetings, but I think the turnout is getting better than it used to be and just giving people an opportunity to ask any kind of questions that they want is a good way of doing things....I think the idea of having the open forums for the VP search was an excellent idea. (Person L)

> I think that the public forums arose out of the need to have communication between the grassroots and the upper administration. So, yes I think that they served that purpose. I'm frustrated though, that they're not much dialogue...And I still think that the communication is a significant part of this process and I'm not sure that has been followed up to the extent it should have been. We had an 'Update' I think we called it, and we did that for awhile to try and keep everybody informed and somewhere along the line we made a decision to put information in the College newsletter. (Person F)

> The idea of the collaborative governance process was to enhance two way communication, and I think I have an increased sense of what people's views and perspectives are. (Person I)

> I think the communication aspect is altered for the better if you're into open communications, for the worse if you're talking general anxiety levels in some cases. Because the news lately has not been necessarily good news. I mean a whole lot of bad news like budget cuts from Advanced Education....I think we have created a lot more awareness. I think access was probably always greater than a lot of people thought it was. I think to some extent we may have created a few more believers in the fact that there is a general honesty in the presentation of information....I know in the particular area I work, I think more people get more access to better quality information than tney used to and if they don't, it's because they're not trying, because it's certainly available. (Person J)

Decision Making

Eight participants talked about decision making and a variety of perspectives emerged. Perspectives included acknowlegement of input, a need to increase clarity of decision making, the meaning of collaboration in decision making, spirit of collaborative decision making, time and involvement and responsibility in decision making.

> I see collaborative governance providing an opportunity for those people that want to; to provide input into the things that affect their life in the College and the way that they do their

jobs and changes that may affect the entire institution, not only their jobs. And I also think there has to be a mechanism for channeling that information to the right places. People have to know that they've been heard, and if their recommendations aren't accepted they should know why. But someone has to eventually say, 'well, I've heard you, I understand you; this is the decision I'm making and here's why I'm making it' and then take ownership for that decision....I know that at times I get frustrated and I say, 'well, if we can't come to a decision, this is the way it's going to be'. (Person L)

The other part of all of that is that we need to continue to work in terms of clarity of decision making within the College. There is the whole question of opportunity for involvement balanced with the need to bring closure to activities and get things done. A good example is the budget process we're going through now. Consultation - here's the broader College picture, the revenues, the expenses, all the work we've done in looking at if we have to make reductions, where they might be addressed, etc. etc. It's a highly consultative process. The budget, though, whether we like it or not, has to be finalized by May 1st, so that we can get on with the business of the College....In theory, at least, decisions that are made collaboratively where people buy in and have commitment and a stake in them are carried out much more effectively. That as opposed to a more authoritarian model where a decision is made and then you spend the next two or three years trying to cajole, convince, or sell, people on how good it was to get them to do things. So one might argue that a collaborative process, because of

the commitment and carry through that it engenders is, in the final analysis, a more efficient way of doing things. (Person I)

People assumed that there's going to be a transfer of power. A lot of people thought that they were going to be given the authority to make decisions they hadn't made before....You see to me, giving input is not in itself collaboration. I think collaboration is not only receiving input, but weighing it, discussing it, looking at its pros, cons and all that kind of thing. And then, based on hopefully a rational review of the data and evidence, make your decision from that. If I have to make a decision and you just tell me what you think, but I don't take what you think and analyze it and think about it and talk over with you the pros and cons and the implications, then it's not collaborative unless I do that. (Person H)

I think all of the literature and everything we discussed said quite clearly that collaborative governance is not a true democracy. That there's decisions and things that have to be done that have to be unilaterally done and that's the way it is. Now, the fewer things that are done unilaterally, the better; and those decisions that are required can still be one on a consultative basis. There's nothing about the collaborative governance system that binds anybody to anything when you get right down to it. However, the spirit in the principle says that you will at least be cognizant of it. (Person A)

Of course it is more time consuming. It adds to my meetings and all that kind of stuff tremendously. (Person D)

> I guess it's a question of where you think the time should be. Should the time be on the front end in planning and problem solving or should it be on the rear end on the implementation. I think that in some cases where we say it takes more time, we're not recognizing the amount of time we spend when we implement decisions that are not cooperative, shared, and owned decisions by the people. (Person C)

> The real issue is making decisions in an honest and straight forward way, not in the politically correct way. (Person B)

> One of the things we said very early in the Task Force is that one of the problems of democratic governance is that everybody has to be participatory and that is a requirement. Does one want to assume responsibility? For sure, some people do and many people don't. It's much more comfortable to have the decision made and then you can blame somebody else for the outcome. There's a certain comfort in that. (Person F)

Empowerment

Five participants discussed empowerment. Comments about empowerment related to personal feelings, surprise about the focus within the Governance Principles, concerns about the definition, the centrality of empowerment for Task Force members and the feeling created in staff members.

> Empowerment is a personal thing. It's something that YOU have to feel and I can't make you feel that way. I can do

things that eventually will give you that feeling but I can't anoint you and say 'now you're empowered'....I thought that term has so many meanings and whatnot that we will never be able to get consensus or agreement on what it means. (Person H)

I was surprised. Surprised at the focus that it took because I see very much that empowerment is an important end result in many ways. But, when I try to look at it on a conceptual basis, there's still a certain amount of dissonance for me when I see empowerment in the middle of that [Key and Supporting Principles of Governance document]. (Person K)

To reinforce student empowerment we need to create conditions in the college environment whereby everyone from the classroom instructor to the boardroom has empowering opportunities....Even the definition of empowerment, is still a problem. Some people feel that it's something you give but it's not something you give; you create the environment, the situation whereby people will take the responsibility to become empowered. I can't empower anybody....The concept of empowerment is a very pervasive, very comprehensive, very meaningful term for what it is we're doing in the College. Yet we need to kind of fight a reaction against just the use of the term because some people 'have difficulties with labels'. It's fascinating dynamics. (Person I)

I think perhaps the more general reaction was 'ah, this is some new form of democracy that's being unloosed in the College' because I think there was a feeling that this is a one person, one vote, and it just sort of swelled up and then died

> down when people realized it wasn't that. But there was almost an instant reaction here that 'oh, what that means is we're entitled to change the way we do business within this Division and we're entitled to have more input or to be listened to more formally as to how we can change our own environment'. (Person J)

> Here's one thing that I'd almost forgotten, you know, the central principle of empowerment, that didn't come out of the survey. That came out of a sense among Task Force members that empowerment was central. (Person M)

Organizational Structure

One person commented directly about the nature of the structure of the College.

> I don't think that just because we've achieved all of those enhancements means, that from afar, our College will look particularly different. I think the results of the processes will be better, but I don't see it in a lot of ways changing the structure of the College much at all. (Person J)

Recommendations

Five participants gave examples of areas they would have enhanced or focused upon differently. Examples included having collaborative governance as the central principle, spending more time on reaching a common understanding about all of the principles, choosing a different central principle to avoid confusion about the word empowerment, increasing student involvement and educating people to perform their roles in an empowering manner.

I think we were trying to talk about empowering people and we shouldn't have been. We should have been talking about facilitating collaborative governance and then empowerment would come out of that....What we didn't do is discuss each of those principles as to what they mean and how we can implement them within the institution. I think to me, that was sort of missing. We identified them and I think I can't argue with all of those principles around there but I think we took too quick a jump from identifying them to asking everybody in the institution to implement them in their units....I think people subscribe to some things, more buy-in, depending on who is doing the offering. For people to buy into something, the credibility or the whatever of the person, and their feelings toward that person or persons, is extremely important. I'd pick people with a lot of credibility within their peer group, people who would be opinion leaders in the College, if I'm going to go internal. I would have had a team of people from administration, faculty and support staff. I would have probably spent some time, money or energy, educating that team. (Person H)

I think that we have some good principles here to guide some of our actions. Where we stopped short then was in moving to a common understanding. I recognize that it's appropriate to have diversity in the institution and diversity in the ways in which you implement it but, I think, that you should all be trying to work towards the same thing. I think that we still have a great deal of difference and unevenness in our understandings across the institution as to what some of these terms mean. What is collaboration, empowerment and, even just involvement? You know, does everybody get

involved in every decision everywhere? I think it would have been useful for us to have focused on that so that people could have moved forward. I think that we've spent a fair amount of time with what I would call the struggle....If the key principle is collaboration, then that's something that I can do and I can in a sense to it 'to you'. I can ensure that there is collaboration and then whether you choose to participate in it is where you come into it....I guess that would be one bit of advice that I would offer. If you're talking about governance in your institution, take a good look at the constituencies and the ones that are mostly represented and maybe some of the invisible ones. Ensure that you've got an opportunity that will allow you to get at a cross section of your institution both in terms of kinds of roles but also in terms of looking at various levels and various perspectives that people will bring to the table. I think that broad representation, is very critical if you're going to have a valuable dialogue on things.
(Person K)

The one personal comment I would make about the process of trying to change the culture of the organization is about the term empowerment. Probably one of your key mistakes at the very beginning, was with the word empowerment. It became such an issue and it became the hinge. People missed the whole point of this, the whole, you know, all the exciting part of it. They, for whatever reason, decided to hang themselves on that word and sort of take sides. I think it really confused the issue, and clouded things over for the people who came back to the Divisions to try and spread the good word....I don't know if it really was the word, but I think it did create a lot of problems. The collaborative governance

> focus, the collaboration probably would have been a better jumping off point. (Person N)

> I think over the three to four years we have been in existence, one of the weakest links has been students. We have student reps, we have student alumni. There could be between two and four designated, room for two to four maybe six, students on the committee....In the beginning we used to have a token visit from the President of each, but they just dropped off in a minute. Yet, we are so student centered and we want input. It is one of the least represented, the worst attended of all of them [constituent groups]. (Person E)

> I think the one thing we didn't do very well was we woke up people's expectations. And I'm talking about faculty members and staff members. But we really didn't train our supervisors and our managers and our chairs and administrators on how to deal with that expectation. We really didn't train them how to do things in an empowering fashion. (Person C)

This chapter presented the data taken from transcripts of interviews of fifteen participants. The data were divided into theme areas and then further divided into minor themes. Major themes included: Emotions, Change, Group Process, Perceptions, Governance issues and Recommendations.

Chapter five presents a discussion of findings, personal reflections and recommendations for further study.

CHAPTER FIVE: DISCUSSION OF FINDINGS, PERSONAL REFLECTIONS, AND IMPLICATIONS

This chapter contains a discussion of findings from the study. Personal reflections about the study process and results are discussed in light of findings and the literature. Finally, implications of the study for further research are described.

Discussion of Findings

The discussion of findings is grouped around major theme areas of Emotions, Change, Group Process, Perceptions, Governance issues and Recommendations. Minor themes are woven throughout the major theme discussion.

Discussion of Emotions

All participants described at least one emotion experienced as a member of the Task Force. Ten participants described three or more emotions. Emotions discussed were: trust, frustration, satisfaction, ambivalence, excitement, apprehension, commitment and hope.

What was not captured on the tape recordings or in the transcripts of the interviews was the depth of emotion. I noticed that several participants became temporarily misty eyed, the tone of their voices dropped, and they glanced away for short periods of time during the interviews. On most other occasions participants' voices were animated, they were smiling, nodding and making eye contact.

Trust was the most commonly discussed emotion. Participants discussed trust in three different ways. First, they described a feeling of trust which had qualities of mutual respect, confidence, interpersonal safety, and acceptance. Second, they described the necessity for trust to be present during times of change. Words used to describe this aspect of trust were support and believing in the abilities of others. Third, two participants commented that trust was not present in the Key and Supporting Governance Principles Document. Those participants indicated that trust is important to the success of collaborative governance. Person B indicated that there is a lack of trust within the institution. That individual also indicated that he/she had been left alone to give sensitive information to the Task Force. If that person had experienced support during that event, I wonder if his/her perception of trust within the institution would be altered.

Feelings of frustration were also commonly discussed by participants. Some participants were frustrated by other people or the process of the Task Force. One person described a feeling of frustration related to balancing a role of authority with collaboration in decision making. It seemed that there could be conflict in situations where authority lies with an individual who also desires to be engaged in a collaborative decision making process. Perhaps the conflict here is knowing and communicating which decisions will be made collaboratively and which decisions will be made by the person with the legitimate authority to do so. Or, perhaps the conflict lies with the definition of

collaboration. Does collaboration mean seeking input and then the authority figure making a decision? Does collaboration mean complete discussion of known alternatives with all parties affected by the decision? Or does collaboration mean seeking consensus and then making a decision together? These are questions which I did not ask of the person at the interview, but which I believe may help to reduce potential conflict in many situations. It is perhaps incumbent upon the authority figure to communicate which decisions can be made collaboratively and those which cannot.

Several participants described feelings of satisfaction. One person talked about a gradual process of appreciation of collaborative governance. The process involved moving from curiosity, to wondering if it would work, to gaining greater understanding of what it is, to seeing it in action. Another person named the action plans, the mutual gains bargaining and management awareness as being satisfying. One person described the process as "being very meaningful on a personal level" and believing that it also has importance for the College.

Some participants talked about feelings of ambivalence which were characterized by uncertainty about the accomplishment of the group, a questioning of the "new way of being in the world". Some of the participants balanced several emotions in their descriptions of their experiences on the Task Force. These feelings of ambivalence may be a result of the three year time span of the Task Force and/or the number of differing activities experienced by members.

Five members described feelings of excitement. Their reasons included seeing theory applied to practice, hearing the results of the action plans, being intellectually stimulated by the process and creating the values on the Task Force. Each person had a personal reason for his/her feeling of excitement.

Two participants expressed apprehension. One person was concerned that the decision making authority might be eroded if more bureaucracy was added to the College. The another person was concerned about the motivation of some other members of the Task Force. The implied question was "Are these people here to work on a new model of governance or do they have a special axe to grind?".

Several participants described their personal level of commitment to the Task Force. Their descriptions related to quantity of time, output of energy, and the balancing of other things in their personal and professional lives. One individual expressed surprise at the quantity of work he/she had done while serving on the Task Force.

Hope was described by four participants. One person described his/her belief that their had been a shift from cynicism to optimism about the potential for change within the College. Another person gave examples of processes which were more open within the College. A third person believed that if everyone in the College had heard the positive things he/she had heard, they too would feel positive about College governance.

Every participant described an emotion relating to his/her experience as a member of the Task Force on College Governance. Although there are similarities in the emotions, each person described individual examples which were pertinent to him/her.

Discussion of Change

The concept of change was mentioned by six participants. They talked about resisting change, creating a pretense of change, and people experiencing discomfort when engaged in change. One person mentioned an "odd unwillingness to accept the downside of change and to support people in overcoming fear, and in learning". Another person implied that the Task Force itself had served as a microcosm of an organization encountering change. When the possibility for real change presented itself, then the group would draw back and talk about "broader concepts, principles and values because it is too threatening to get right down to cases and say 'here's how we should change'".

Schermerhorn, Jr., Templer, Cattaneo, Hunt & Osborn, (1992) suggests seven reasons for resisting change. Reasons cited are "fear of the unknown, need for security, no felt need to change, vested interests are threatened, contrasting interpretations, poor timing and lack of resources" (p. 537). Feelings of loss, confusion or discomfort are examples from the data which support the assertion of Schermerhorn Jr. et al (1992) about fear of the unknown or vested interests being threatened as reasons for resisting change.

Several participants described what they had learned while working as members of the Task Force. Some of them gave examples of specific things they learned from guest speakers or from reading. It seemed that information was used as a springboard to further learning. Engaging in the learning process might be viewed by Lewin (1952) as a way of "modifying people" in the change stage of his theory.

Lewin (1952) discusses alteration and clarification of roles as a method for changing people. The data indicate that there was an increased expectation of involvement, an alteration in role, of staff which arose out of the Key and Supporting Governance Principles Document. Some participants indicated concern that perhaps there had been too much increased expectation of involvement and another participant believed that initial higher expectations had "come back into line".

Embedding changes into the culture was described by thirteen of the participants. The data indicate that the collaborative governance model is not yet firmly embedded into the culture of the College. Two participants indicated that the openness of the budget process is a change and one of them believes that the budgeting process will remain open in future.

A few participants discussed their personal commitment to the principles of collaborative governance. One participant described his/her effort to make a significant contribution to students and to the College. Another person described having carried the Key and Supporting

Governance Principles in his/her daytimer. Presumably then, the individual could refer to the document when making decisions.

One recommendation arising from the final meeting of the Task Force was to create and display mementos of the Governance Principles within the College. This was viewed by Task Force members as one way to reinforce and embed the principles within staff and students in the College. Visitors to the institution would have ready access to the published beliefs of the College which relate to governance in the institution. Individual staff members could carry a small copy of the governance principles in their date book as a method of embedding those values at a personal level.

Some participants believed there were changes in the College, but they also wanted some proof. Several participants indicated that the changes were "a good start" but that the initiative would need to be nurtured and supported for some time to come.

Ten participants commented upon results of changes they had noticed. Examples of personal changes were giving more thought to the opinions of others, conducting more classroom consensus activities, and broadening application of the principles at the Division level. Changes in other people were noted as "chipping away at calcified attitudes" and more openness to change. Results of changes within the College were the action plans and increased sensitivity to other people. One person noted that people involved in Management Forum are interested in a broad perspective of the College.

Discussion of Group Process

Fourteen participants discussed various elements of group process. Elements which were discovered are: clarity and pace of the task, avoidance and resistance, ebbing and flowing of energy, committed core members, personal connections, late entry into the process and closure of the Task Force group.

Four participants expressed uncertainty about expectations relating to the task. Issues of uncertainty related to what the committee could do and how it might accomplish its task. One person noticed the group fluctuating for some time with indecision before it found a specific focus for activity.

Nine participants discussed the pace of the process. Several participants described the pace as slow and grinding or tedious. Others indicated that the process allowed for people to talk about their feelings and gave everybody the opportunity for input. One person indicated that the process has a natural progression and ought not to be rushed.

Five participants discussed issues of avoidance and resistance. Vivid descriptions of avoidance and resistance included: looking out of the window, looking at the ceiling, coming late and leaving early or talking about something other than the discussion topic.

Three participants gave lengthy descriptions of the ebbing and flowing of energy and activities within the group. Phrases which one person used to describe the ebbing and flowing are "initially it was highly exciting...people were pleased to work together...some of the energy

dissipated a little bit and there were mixed emotions in the whole group...the group dynamics changed from that really quite highly enthusiastic to a little less enthusiastic but certainly motivated...we were pulling along [some people] somewhat unwillingly...". Another person said "the ball started to roll and then all of a sudden it stopped rolling...one or two people effectively broke the log jam and then everybody jumped on and it was done." That person also was amazed at observing a "process of no communication, lots of communication, no communication, and then a solution". Their descriptions show a rising and falling and an ebbing and flowing of energy and activity.

Two participants mentioned interacting with people they would not usually meet as part of their work experience. One participant thought the interactions were useful, the other participant enjoyed meeting other College staff.

Two participants talked about their experiences as members of the group who entered the process after the group was cohesive. One person described the group as a "forbidden circle...committed, caring, collaborative, cooperative and supportive". That individual did not experience deep attachment to the group. The other individual described a feeling of camaraderie in the group but did eventually become a part of the group.

Five participants discussed closure of the Task Force. Some of them indicated that once a task is complete the Task Force ought to disband, while others stated that they wanted the Task Force to continue.

There was no consensus about optimum timing for closure of the Task Force.

Twelve participants expressed feelings about how they perceived themselves. Some of them recognized that their own view of themselves might differ from the perception of how others view them.

Five participants discussed perceptions about the role the President played within the Task Force. Participants believed the President was a key and driving force in the group.

Discussion of Governance Issues

Numerous participants commented upon various issues of governance such as communication, decision making, and structure. A few participants commented about empowerment. Discussion about empowerment focused on its centrality for Task Force members and concerns about its definition.

Discussion of Recommendations

Five participants described areas they would enhance or focus upon differently in another experience. There was some discussion about making collaborative governance the central principle and spending more time reaching a common understanding of all of the principles.

Personal Reflections On The Study

Reflections on the study are addressed from three different perspectives: reflections based on conducting research from the interpretive paradigm, effects of study on the researcher, and possible alternative options.

Conducting Research from the Interpretive Paradigm

The purpose of the study was to describe the evolution and subsequent impact upon its members, of a Task Force on college governance at a community college in western Canada.

Researching the evolution of the Task Force was time consuming, tedious and somehow exhilarating. Reviewing many documents generated from the Task Force reinforced the specific activities the group had undergone. Long forgotten personal notes written on agendas or minutes helped me to recall the flavour of many meetings. Samples of partial quotations from books the President occasionally brought to the Task Force, or my own impressions of the proceedings noted in margins enhanced my recollection. I had also kept a list of members present (as is my habit for all meetings I attend) for each of the meetings I had attended during that three year process. That information was helpful to me in trying to understand why some participants had no recollection of some events which seemed vivid to others. In some instances I was able to check whether or not participants had attended a particular meeting.

The process of conducting research from the interpretive paradigm required time and reflection, an ability to organize huge volumes of raw data, active listening skills and an awareness of personal bias. During the interviews I used active listening skills to reduce personal bias, then later when reviewing the data I used a matrix (see Appendix F) to ensure that I included quotations from all of the participants. Inevitably some personal bias is likely reflected in this thesis, in spite of active efforts to remove it.

Conducting research in the institution where I work had advantages and disadvantages. Advantages are: ready access to the institution, awareness of the institutional culture and familiarity with many of the participants. Those same advantages could be viewed as disadvantages because I may not have been as alert to cultural issues as I might have been had I entered another institution. It is also possible that having familiarity with many of the participants may have caused them to respond to me, or me to them, in a way which censored their responses during the interviews. Or perhaps the participants may have shared perspectives with me that they may not have with a stranger to them.

One other disadvantage of conducting research in the institution where one works is the inevitable curiosity that is aroused in the people who are not participating in the research. Questions such as "Have you interviewed X, yet?" or statements such as "They won't tell you the truth." have presented special challenges and I expect will continue to do so in future. The challenge remains to protect the anonomity of the participants and to assume that they were honest in their discussions with me.

Dealing with the huge volumes of data presented challenges too. Working on the content analysis in a methodolical way helped to reduce the volume to a manageable size. Putting each transcript on a different colour of paper provided reassurance that I was making progress because it was easy to differentiate interviews.

Reflections about the Participants

The participants gave their time and energy freely and willingly. They talked about their perspectives about the Task Force in open and unguarded way. A few of them said they were not sure they were telling me what I wanted to hear during the interviews. Some of them wrote encouraging comments on their transcripts when they returned them to me after their own review. Many of them have expressed curiosity about the results of the research. Each participant has assisted me in understanding his/her experiences as a Task Force member and so I feel a special connection to each of them.

Effects of the Study on the Researcher

At the beginning of this research a friend said to me that my relationship with the participants would change forever. I recall thinking about that briefly and then dismissing it. Now however, I realize the wisdom of that statement. It is true that those relationships are different. I have so much respect for those people who gave of themselves in order to enhance my development as a researcher. Each one of them has caused me to reflect more deeply about the Task Force initiatives. Each one of them has given support and encouragement during this long process.

Working on this research has made me curious about doing further research. Athough the process is time consuming and requires great effort and discipline, it has been rewarding. I have experienced a renewed sense of excitement about my own education.

Alternative Options

The question "what would you do differently if you started a Task Force?" has occupied and preoccupied me for some time. Based on my present understanding there are three areas I would consider as possible alternative options for action within the Task Force. First, I would consider moving shared or collaborative governance to the centre of the Governance Principles Document. Second, I would consider having a group of individuals from the Task Force including instructional staff, administration and support staff work with the staff in the College at workshops. Third, I would consider devising a formal orientation for new members to the Task Force.

I wonder if the concept of shared or collaborative governance might have been more easily understood as the key or central principle in the governance document. There was some concern that empowerment was very individual, could not be "done to" another, could be interpreted in many different ways and was not readily understood. Because empowerment must come from within the individual, others in the relationship could potentially be doing everything "right" and yet the first person might not feel empowered. Certainly, all staff and students would be able to identify times when they engaged in collaboration with others. It may be possible to work towards identifying levels of collaboration in the decision making process. There may be less emotional response to the idea of collaboration than there is with empowerment. Empowerment of individuals might occur as a consequence of working collaboratively.

The second area I would alter is the membership of the team of individuals who developed workshops about the Key and Supporting Principles. The workshops were developed and facilitated by four faculty members. I would also include individuals from non-faculty instructional staff, administrators, and non-academic support staff because all of these members had worked together to develop the Key and Supporting Governance Principles. Such a team would reflect the constituent groups and the cohesion of beliefs about governance within the Task Force. A team comprised of these members may be more widely accepted by all staff in the College.

The third area I would have enhanced is to provide an orientation for new members who joined the Task Force. Two participants who entered the Task Force after its inception experienced some feelings of isolation from the group, and one individual never felt part of the group. Evidence of this is noted in Person N's statement "probably one of your key mistakes...". When Person N used the term 'your' it demonstrated a feeling of lack of belonging to the group. This person also stated, "I hadn't been there for those first years. And so I was very quiet when I was there. I mean, I certainly wouldn't have contributed anything cause I was not on the same wave length as everybody else in the room..." which further demonstrated lack of belonging.

In order for the group to function more effectively, some type of formal orientation to the process would be helpful. This might assist new

members to feel comfortable and enable them to contribute to the process sooner.

One strategy for orientation might be to ask present members to give an informal sharing of ideas, perspectives and feelings to new members, or former members who have rejoined the group. This sharing activity could emphasize what each member had experienced as well as giving a summary of events. This orientation process might enhance the possibility of the new individuals becoming integrated into the group.

Implications of the Study

Implications of the study will be discussed in two areas; one, the College, and two, other institutions which may be considering implementing a Task Force on College Governance.

The College

The Task Force on College Governance was an enormous undertaking by a committed group of individuals from all College constituencies. The challenge remains for all College staff and students to continue to nurture and support the initiatives started by the Task Force group.

This initiative must continue to have focus in the College in order to become embedded in the culture of the organization. There are encouraging signs of cultural embedding within the organization such as collaborative governance being a College goal, the proposed annual staff development day focusing on governance, a proposal to repeat the staff

survey soon and finally, the proposed display of Key and Governance Principles in prominent places in the College.

There is still some confusion about the term empowerment, therefore it will be necessary to provide further clarification and opportunities for discussion. Other supporting principles of governance will require some focus and some time to integrate into the culture.

Any major change process is slow to evolve and requires patience and persistance. College staff will need to continue to work on implementing and revising their action plans.

Other Institutions

Other institutions might consider that a Task Force is an effective way of involving numerous individuals in a collaborative process which can lead to collaborative governance. The process is time consuming and changes evolve slowly. The group process produces emotions for all individuals. Because the group is comprised of individuals, some of them experience differing emotions to similar events. Some individuals may experience an ebbing and flowing of emotion while others may experience avoidance or resistance.

A task force on governance in a college could be compared to a pilot changing the direction of a large aircraft. One wing is shifted slightly by the pilot and the result is the entire aircraft changes direction. A task force on college governance may slightly shift the direction of the college by altering the focus, the energy, or the methods of working with each

other. Institutions need to be aware that a slight shift of direction may alter the course of the entire institution.

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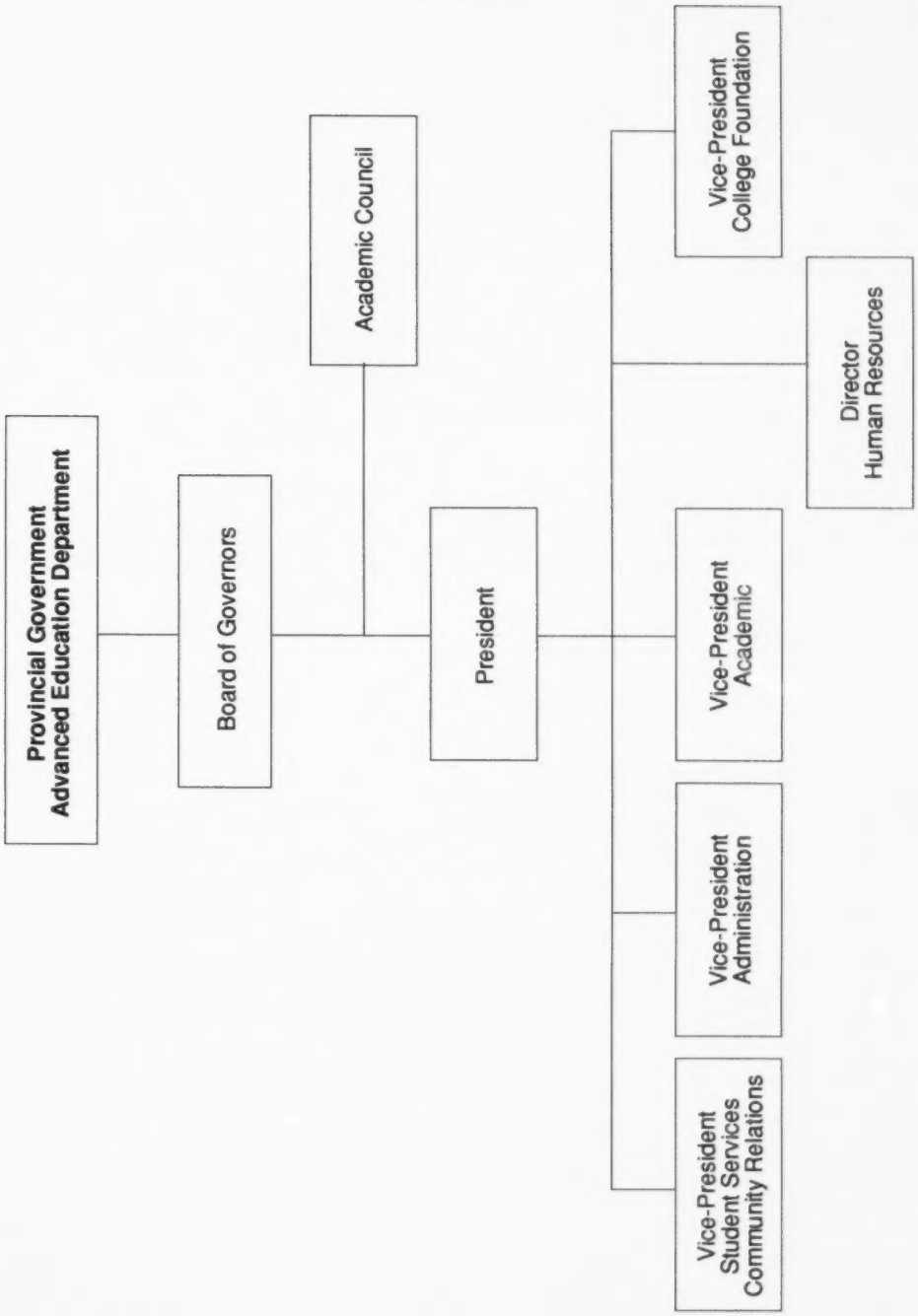
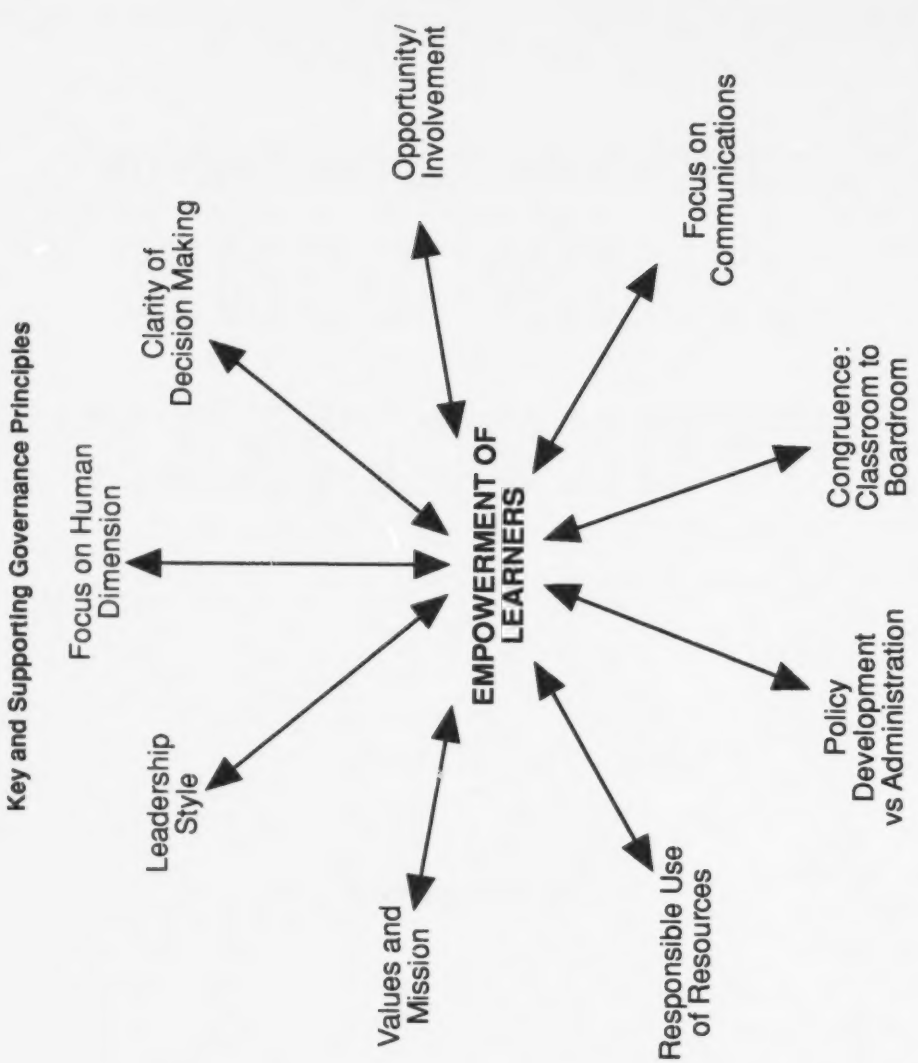
Appendix A


Provincial Government
Advanced Education Department
Board of Governors
Academic Council
President
Vice-President
College Foundation
Director
Human Resources
Vice-President
Academic
Vice-President
Administration
Vice-President
Student Services
Community Relations

Appendix B


Key and Supporting Governance Principles
Focus on Human Dimension
Clarity of Decision Making
Opportunity/ Involvement
Focus on Communications
Leadership Style
EMPOWERMENT OF LEARNERS
Congruence: Classroom to Boardroom
Values and Mission
Policy Development vs Administration
Responsible Use of Resources

Appendix C

Task Force on College Governance

Notes on Empowerment

Working Towards An Ideal

The central principle recommended by the Task Force on College Governance is the "Empowerment of Learners - students and employees alike". The following expands on the concept of empowerment, how it relates to governance and why the Task Force has identified empowerment of students as a core value for the College as a learning organization.

In the Statement of Principles and Recommendations published by the Task Force, empowerment was defined as creating an environment and culture which enables individuals, students and employees alike, to have the scope within their roles and ability to make decisions which affect their lives. Empowerment is such an individual and abstract term that to fully convey its meaning in a printed definition is extremely difficult. This difficulty exists in part because operationalizing empowerment concepts is an individual and situational endeavour. How then can we begin to understand empowerment, and how can we at Central Community College make it more than a buzz word?

One cannot assume that what is being proposed is "one big happy family trying to operate on the principles or consensus" or "one person-one vote". The College is not and will not be a democracy. The College is

a complex organization in which there will always be individuals who have the responsibility to make decisions on behalf of others and who will be accountable for those decisions. The way, however, in which these decisions are made will determine whether or not people feel encouraged and supported in the things they do on a daily basis. Operating in an empowering way includes giving authority and responsibility to people as often as possible; trusting and respecting each person's integrity and commitment.

People can begin to create an empowering situation by providing others opportunities to provide input and participate in decision-making. The situation can be further improved by maintaining a free flow of information, and ensuring that interpersonal communication is open and honest. To the extent that individuals assume responsibility to share in this process, they will empower themselves. This is an important point because the decision-making bodies and persons in leadership positions (i.e., classroom instructor to President) is to create opportunities for people to empower themselves.

We are all in positions of influence, whether we are managers, or instructors, of support staff who control information and services. To facilitate development of an empowered organization, one of our first jobs is to ensure that we use our influence in a way in which it is not abused. By giving others the chance to influence us, we have the opportunity to make better and more informed decisions as well as provide a greater quality of service. Releasing our hold on those things which we have

previously controlled will not diminish our influence in the organization, but will actually enhance our stature and impact. This is possible because initiatives which we sponsor will receive the ownership, commitment and trust of those whom we have involved.

Although many instructors, programs and divisional units already exemplify the qualities of empowerment, our organization's culture and subcultures will undergo a gradual shift as this process of empowerment takes hold, and even the most advanced individuals and units will have development opportunities. The learning environment inside and outside the classroom is likely to change as well as the processes we use to decide, discuss and confront disagreements. Each of us experiences some sense of personal control and creativity in our jobs, but we would all like to see the whole organization operate more consistently and openly. The vision we hope to bring to life is that of a college which fosters learning, supports personal autonomy and encourages cooperation and meaningful interaction between people. The challenge for us will be to examine our own ways of operating, learn from and adapt the successes of others in our situations. The organization will know that empowerment is taking hold when people begin to feel that the input they have provided has been considered seriously; when people feel that they receive information in an open and timely manner; and finally, when people feel that they are trusted and trust others.

Change of this magnitude is necessarily a slow process of evolution. None of us will likely adopt entirely new ways of operating

overnight, nor would the College remain stable if we did. As with any change process, it is important to recognize that for change to be implemented and woven into the culture of the organization it must be nurtured and supported over a number of years. However, every step we take toward the realization of this vision will make the College a more satisfying and fulfilling environment in which to work and learn.

Appendix D

January, 1993

Dear----------

I am presently on sabbatical leave from Central Community College pursuing a Masters in Education degree with a special focus on Post-Secondary Education.

The purpose of my thesis will be to describe the evolution and impact of a Task Force on College Governance at a Community College in Western Canada. The study will be designed to examine the following five research questions:

1. What were the antecedent events or circumstances which gave rise to the formation of a Task Force on College Governance?
2. What was/is the mandate of the Task Force?
3. How did the Task Force operationalize its mandate?
4. What were the personal "lived experiences" of Task Force members?
5. What changes were implemented as a result of the Task Force recommendations?

I need your assistance to answer the fourth question.
In order for me to understand the "lived experiences" of Task Force members, I will be conducting audio-taped interviews with some members (about fifteen) of the Task Force on College Governance. The interviews will be unstructured as much as possible so that I can try to understand the experience from "your" perspective.

The information that you share will remain confidential. I will give you a transcript of the interview for information. You will also have an opportunity to add written comments to the transcript. Each person who is interviewed will be given a pseudonym to provide anonymity. Much of the data will be grouped so that individuals will not be identifiable from comments. If you agree to be one of the interviewees, I will review this information with you "on tape".

If you become uncomfortable being a participant in the interviews you may opt out at any time. I will not attempt to coerce you to stay as a participant.

Due to time constraints I may be hiring a person to assist in transcription of the audio-taped interviews. That individual would be made aware of the need for confidentiality and would be expected to adhere to it. All copies

of tapes, transcriptions, and computer back-up copies will remain under lock and key to protect your privacy.

I hope you will agree to be one of the participants in this study. Your contribution will add richness to the description of the "lived experience" of membership on the Task Force on College Governance.

I will call you within the next week to discuss your requested participation. If you wish to contact me sooner than next week I can be reached at: 436-7027 (home) or 491-6302 (pager which collects messages).

Yours sincerely,

Marilynn J. Berg
Masters Student
Department of Educational Administration
University of Alberta

Appendix E

Questions for interviews

How did you come to serve as a Task Force member?

How long have you served on the Task Force?

Were you a member of any of the sub-committees? Research, survey, steering, communications, other?

Tell me about your experiences as a Task Force member.

Probes
Can you say some more about that, please.
What did that mean for you?
Can you describe that feeling / idea in more detail?

Question What do you think were/are key turning points for the Task Force?

You have given me some rich descriptions about-------. I wonder if there are things which

Bothered you?

Excited you?

Is there anything else you want to discuss? Is there anything you believe may be important to understanding the process the members of the Task Force experienced while sitting as members?

Appendix F

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Emotions															
Satisfaction		x					x	x	x	x		x			
Frustration	x	x					x	x	x		x	x			x
Ambivalence			x		x	x		x							x
Excitement	x						x		x				x		x
Apprehension											x	x			
Commitment				x	x	x							x		
Hope							x		x			x	x		
Trust	x	x	x			x	x			x	x	x		x	x
Change			x	x						x		x	x		x
Learning	x	x		x		x		x			x	x	x		x
Higher Expectations		x	x	x						x				x	
Embedding	x		x	x	x	x	x	x	x	x	x	x		x	x
Results			x	x	x	x		x	x			x		x	x
Group Process															
Clarity		x	x	x	x										
Pace	x			x	x	x		x		x		x		x	
Avoidance/resistance	x	x			x						x				x
Ebbing/flowing	x					x									x
Committed Core					x			x			x				x
Personal Connections					x					x	x				x
Late Entry										x				x	
Closure		x				x	x				x		x		
Perceptions															
Self	x	x	x	x	x	x	x	x	x	x		x			
President	x	x						x			x		x		
Governance Issues															
Communication						x			x	x		x			
Decision making	x	x	x	x		x		x	x			x			
Structure										x					
Empowerment								x	x	x	x		x		
Recommendations								x			x			x	
			x		x										